

Charity Commissioners fox Fircroft opening

by Maggie Richards

Attempts to re-open Fircroft College at Birmingham, closed three years ago after student unrest, have foundered because of objections by the Charity Commissioners to a plan to involve the Trades Union Congress.

It is now extremely unlikely that the college will re-open as planned in September, and the chairman of the new governing body has expressed concern that the whole future of Fircroft may be in jeopardy.

Talks are to be held shortly between the Fircroft trustees and the new governors to try to resolve the problem, but the main stumbling block is likely to be the financing of the operation until September 1979—the earliest date it is thought possible for the college to take students.

Until the Charity Commissioners intervened, plans to appoint a new principal and to begin courses this September had been going ahead. The commissioners have objected to the proposed TUC majority on Fircroft's new governing body, and the introduction of trade union courses.

They have pointed out that the college will now have to stand idle again, there is the question of how long the trustees can keep it out of the hands of the Charity Commissioners.

Discussions are now in progress between the Fircroft trustees and the commissioners in a bid to find a solution.

Fircroft was closed three years ago after student unrest.

lege programme of studies, and arranged their own curriculum. A Government inquiry later recommended the dismissal of the principal Mr Tony Corfield and the four tutors.

The tutors were later dismissed, but Mr Corfield remained at the college as warden. He has since stated that he does not intend to re-apply for the post of principal.

The Fircroft trustees and the TUC agreed to form a new company Fircroft Limited and a new governing body to run the college. On each body the TUC would have a simple majority.

Mr John Marion, general secretary of the Musicians Union and chairman of the new governing body, said this week that it was almost certain that Fircroft would be unable to open this September.

"Even with the best will in the world on all sides I cannot see any way in which the college will open this September," he said.

"What is thrown into doubt now is the willingness or ability of the trustees to get the place open at all. Since the college closed all the costs have been borne by the trustees. Recognizing that the college will now have to stand idle again, there is the question of how long the trustees can keep it out of the hands of the Charity Commissioners."

During the working life of the college the Department of Education and Science was responsible for about 80 per cent of funding. But Mr Marion said that so far as the Department is concerned the present predicament had not provided any offers of assistance.



Mr Elwyn James, a Wedgwood potter and designer, makes a piece of pottery on a modern-day electric wheel at a new exhibition at the Science Museum which traces the 220-year-old history of the Wedgwood Company which opened this week and will run until September. The exhibition features the original hand-driven wheel on which Josiah Wedgwood made his vessels in 1759 which led to the opening of the factory.

Legal threat if dons refuse exam marking

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Oxford, Imperial College and University College London were among the few branches who abstained in the vote on sanctions. Only one branch opposed the action.

Mr Laurie Sapper, the association's general secretary, said: "I have never known such an angry meeting. Delegates were reflecting big general meetings held during the previous week. It is quite apparent that the long-drawn-out negotiations have snarled people's patience."

The emergency council decided to tell the Government that the autonomy must be ratified by October this year or lecturers would seek immediate arbitration. The Government's offer of a 9.8 per cent increase from October last year, within the pay guidelines, was accepted by 140 votes to 114.

On Tuesday AUT representatives were due to meet representatives of the University Authorities Panel to negotiate over the proposal to go to arbitration.

The Government this week offered colleges and polytechnic lecturers 9 per cent in response to their 18.5 per cent claim. However, the offer was hedged with so many provisos that the National Association of Teachers in Further and Higher Education said it did not consider it meaningful.

A further meeting will be held on April 10 when the union hopes that the Government's position will be made clearer.

The talks have been complicated by the National Union of Teachers' dispute. Though the teachers' union has agreed to accept the amount of the Government's offer eventually agreed with them is expected to affect NATFHE's claim.



Students from Leeds University in Abide with me by Barry Keefe at the National Student Drama Festival in Durham last week.

Vice-chancellors deal blow to unions on industrial democracy

by Judith Judd

Universities will go their own way in the development of industrial democracy according to the report of vice-chancellors' working party, set up 18 months ago. The report puts its emphasis on the right of different institutions to do as they please in deciding how far the representation of employees on governing bodies should be extended.

Its most controversial recommendation is that where non-teaching staff are elected to university councils, the main management body, they should be representatives of the staff and not just of the trade unions. "We recognize that this is opposed to the general wish of the unions, but we have arrived at this recommendation on the basis of arguments which we regard as paramount. Union machinery is not used to elect academic staff; it would be inconsistent for it to be used for non-teaching staff."

Union representatives on governing bodies would have difficulty in reconciling their responsibilities to the university with their responsibility to the union, it suggests. The only other general principle which it lays down on the election of non-teaching staff is that universities should keep a majority of lay members on the court and council so that they remain accountable to the public.

Academic matters should remain in the hands of academics and non-teaching staff should not be represented on senates. "This is clearly the wish of universities and we found that the unions also were in favour of this. It is not surprising that the unions should be in favour of this recommendation."

The working party, chaired by Sir Hugh Robson, principal of Edinburgh University until his death last December, was set up at the request of Mr Gerry Fowler, who was Minister of State for Education. He asked for information about universities in connection with studies of industrial democracy being carried on in the public sector.

The report says: "Whatever developments may emerge from current studies in the public and private sectors are likely to prove largely inapplicable to universities; and that therefore universities, rather than waiting on events, should determine their own policies."

The Bullock Committee of Inquiry on industrial democracy may well have results different from those originally intended, it suggests. The present indications are that the Government may perhaps

introduce Bullock-type proposals in nationalized industries but is unlikely to bring in legislation except of an enabling sort.

"It has been accepted by all whom we have consulted that the principles upon which university government is based in the United Kingdom are significantly different from those which apply in public and private industry."

A survey carried out by the working party showed that few universities had representatives of non-teaching staff on their governing bodies. In seven universities non-teaching staff were specifically excluded from the council by the Charter of Statutes. Only the Open University has non-teaching staff on its Senate. Only 11 institutions said they had plans under discussion for extending the representation of non-teaching staff on governing bodies; 43 said they had not.

A spokesman for the trade union side of the Central Council for Non-Teaching Staff said this week that the working party's report contained no surprises. He said: "They have taken two years to come up with views they started with."

The non-teaching unions on university campuses, which represent 65,000 members, are to be consulted about the document.

\$10m boost for computer industry

by Robin McKie
Science Correspondent

The Science Research Council is set to spend several million pounds on university projects to help Britain's computer industry. In the next two weeks computing science departments throughout the country, together with related industrial concerns, are to be consulted about their views on what research areas are best suited for funding.

A special SRC computing panel has been set up. Its chairman, Mr Derek Roberts, managing director of the Plessey Company's microsystems division, said the first grants could be made to universities in October. However, he said these projects might not be given the go-ahead until January, 1979, although the final budget established by the SRC could eventually reach more than £10m.

The panel was set up by the SRC's engineering board three months ago as part of the policy of moving away from big science investment and closer towards big engineering projects.

"Since computing is becoming such a key activity, it was obviously a major area in its own right. We wanted to involve industry from the beginning and it is represented in a fairly strong way on the panel," Mr Roberts said. Apart from the chairman, the membership is split roughly between academics and industrialists.

The final aim of the group is to highlight those research areas which are appropriate for SRC funding and which will lead to the establishment of an industrial strategy for improving Britain's computer industry.

Three broad areas have been highlighted. At present, the members believe the most important is to improve computing teaching in schools, which could lead to greatly improved understanding, perhaps within 10 years.

The other two areas call for improvements in technology, both software and hardware, and for greater diversification and application. However, the more detailed breakdown of SRC's approach to future research will be left until the panel have heard the views and recommendations of universities and industry.

However, the secretary of the panel, Dr Peter Smith of the SRC, said industry would be expected to take some initiative in the multi-million pound scheme.

Teaching job luck depends on course

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likely to have been less successful in obtaining posts.

Those with HEDs and certificates of education were worse off than in the previous year. In 1977 63 per cent of HEDs found jobs compared with 74 per cent in 1976. The figures for those with certificates were 50 and 56 per cent. For PGCE students the position was the same in both years.

The proportion of those who took jobs outside teaching went up. "This may indicate a greater willingness on the part of those leaving who have failed to obtain teaching employment to take up other forms of employment rather than remain unemployed."

Physical education students had greater difficulty than anyone else in finding jobs. They were followed by English and drama students.

Replacement for ACSTT urged

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tary of State would resolve the matter before long.

The Government Education in Schools Commission recommended that a body be set up to fill the gap in the present arrangements for the control of teacher training. The DES said this week that the Secretary of State is having consultations with interested bodies on the basis that the committee should be constituted and continue on broadly the same pattern as the present.

The NATFHE is anxious that there should not be a gap in the planning machinery for teacher education.

The new vice-chancellor of York University is to be Professor Bernard Bagg. He is the present acting principal of Edinburgh University.

He was elected this week by the university's board after it had received recommendations from a joint council consisting of lay members, the professional and general academic boards, and students.

Final Leverhulme visits organised

by Robin McKie
Science Correspondent

One of the final appointments of a Royal Society Leverhulme visiting professorship was announced this week, shortly before the scheme is scheduled to be phased out. Professor Kenneth Riebel, head of the department of civil and structural engineering at Imperial College, Cardiff, is to spend five months at Bogazici University, Turkey, for research work.

Only two more of these visits, which are organized by the Royal Society and financed by the Leverhulme Trust, have been organized, and both these are scheduled for Sudan. Professor H. M. Gilles, of the tropical medicine department at Liverpool University, will have a six-month stay at Khartoum University, and it is expected that Dr A. A. Bennett, consultant anaesthetist at Frenchay Hospital, Bristol, will visit Khartoum later this year to help set up a school of anaesthetics at the university.

There will be more of these visiting professorships after this because the trust wants to use the money involved on other awards. Dr Ronald Tress, the trust's director, said the decision to close down the scheme was made in 1975 when a fixed three-year visiting period was set.

The travelling awards have been made for the past 15 years and more than 80 academics have taken advantage of them.

NATFHE gathers evidence of racist propaganda

A dossier of racist materials found circulating in colleges and polytechnics is to be compiled by the National Association of Teachers in Further and Higher Education.

Members of the association are being asked to submit any evidence they encounter to NATFHE officials. The request for materials is being issued to members in a letter accompanying the association's guidelines on steps to be taken to tackle racist incidents in further and higher education institutions.

NATFHE's executive has also urged branch officials and liaison committees to begin negotiations with local education authorities to restrict the use of colleges and polytechnics by racist groups.

One piece of evidence which has already been studied by the NATFHE's new race relations working group is *Rightwinger*, a pamphlet which has been distributed to students in the Coventry area. Claiming to be the "voice of student nationalism", *Rightwinger* urges readers to support the National Front.

In an article headed "Shirley Williams wants a black prime minister", it says: "While the Government is keeping its wish for

Prince Charles to marry a coloured immigrant a dark secret, Mrs Shirley Williams—the Labour Government's Education Minister—is quite brazen about her desire to subject Britain to multi-racial degeneration. She wants a black prime minister."

Rightwinger quotes a speech by Mrs Williams to a conference organized by the Council for Education in World Citizenship, where she is reported to have said: "I hope that one day Britain has a black prime minister. Then we will have overthrown a stereotype that only white men rule things in this country."

The council is described by *Rightwinger* as "semi-Communist", and the conference for sixth-formers denounced as "a brainwashing session in internationalism and racism."

Another item in the pamphlet lists 10 issues that have failed to win Government support. These include "Rioting out anti-British communist influences in universities in the single unions in the media, and in the classroom."

Rightwinger also repeats a newspaper report of an assault on a boy in Coventry by two West Indian youths.

The proposed salary scales

University lecturers would receive another £300 to £900 a year under new salary scales to put right the anomaly agreed provisionally with the Government.

1976 Scale showing increase of 9.8%	Rectified scales	
Lecturer		
£ 3,333	3,660	£ 3,975
3,547	3,885	4,240
3,761	4,110	4,505
3,975	4,335	4,770
4,190	4,560	5,035
4,404	4,785	5,300
4,618	5,010	5,565
4,832	5,235	5,830
5,046	5,460	6,095
5,260	5,685	6,360
5,474	5,910	6,625
5,688	6,135	6,890
5,902	6,360	7,155
6,116	6,585	7,420
6,330	6,810	7,685
6,544	7,035	7,950
6,758	7,260	8,215

Senior Lecturer	Reader	
£ 6,443	7,074	£ 7,530
6,657	7,298	7,754
6,871	7,522	8,220
7,085	7,746	8,444
7,299	7,970	8,668
7,513	8,194	8,892
7,727	8,418	9,116
7,941	8,642	9,340
8,155	8,866	9,564
8,369	9,090	9,788
8,583	9,314	10,012
8,797	9,538	10,236
9,011	9,762	10,460
9,225	9,986	10,684
9,439	10,210	10,908
9,653	10,434	11,132

(Minimum Permitted Average)

NEXT WEEK

The Adult Literacy Resource Agency closes its doors.

Eight pages of new books from the university presses.

Dr. George Tolley on the steady-state polytechnic.

NUS elections examined.

Poly expedition's wings clipped by Indian Government

by Patricia Santinelli

A polytechnic expedition to the uncharted island of Narcondam in the Bay of Bengal has been prohibited by the Indian Government.

Four students, one woman, and three men from North East London Polytechnic, intended to research the near extinct Narcondam hornbill. It is believed there are less than 200 in existence.

No specific reason for its objections has been given by the Indian Government, except that Narcondam is a restricted area.

The students were due to leave in August and have now appealed to the High Commission in London.

The research team is very anxious that a study of the hornbill's behaviour should be made to ensure its continued survival. At present the bird's habitat is being threatened by the increasing mechanical destruction of Narcondam's forests by the timber industry.

Offer on dons' pay soon

Unlikely lecturers expect a response within the next ten days to the demand for their pay autonomy.

The Government has asked Committee B, the university salary negotiating body, to look again at the time scale for lecturers.

The Government has said the autonomy will be "rectified over the next three academic years but the Association of University Teachers is pressing for an earlier settlement.

Lecturers have backed their demand with a decision not to mark final examination papers this summer. Their threat will make effect next month unless they resolve an acceptable offer.

Dr Andrew Taylor, a member of the AUT national executive, told more than 1,000 students at the National Union of Students conference in Blackpool this week that none of them would be allowed to graduate unless the government settled the pay dispute.

Mrs Williams, Secretary of State for Education and Science, announced the part settlement of the AUT

Kent experiment on US space shuttle

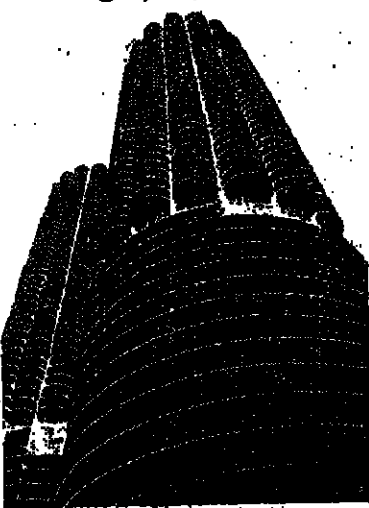
A £36,000 experimental payload, designed by scientists at Kent University, is to be included in the first scientific mission of the American space shuttle. The shuttle craft "Enterprise" is to be launched in early 1980 from Cape Canaveral and its crew will leave a package of experiments in Earth orbit.

Dr Tony McDowell, reader in space sciences at Kent, has been selected to design one of the two British experiments to be included. Co-investigators are Professor Roger Jenkinson, Dr David Ashworth, Dr Roger Fyfe and Mr Bill Carey.

Dr McDowell's experiment, designed to detect cosmic dust, relies on arrays of very thin aluminium foil, arranged in double layers in front of a polished collector. Repetition of the foil by dust particles will leave a record of their velocity and the impact crater, together with residues of matter, can be studied on the polished plates.

The scale for a senior lecturer or reader will increase from £6,443 to £7,551, to £7,074 to £7,730. A professor's permitted average salary will rise from £9,486 to £10,418. His minimum salary scale has been set at £8,500.

The suspended scale will, when implemented, bring the lecturer scale to £3,975, the senior lecturer scale to £7,980 to £8,885 and the professor's minimum scale to £10,080. The permitted average salary for a professor will rise to £11,800.



Different styles, same issues—a full report from the recent conference of the American Association for Higher Education in Chicago, 4-5

Oakes report

Why the report is not only a pointless but also a dangerous compromise, leader, 10

Steady state

Continuing the 'Steady State University' series George Tolley examines the implications of slower expansion on the public sector, 11

James Porter discusses the virtues of stability, 7

University presses

Italian universities, American law, and French love poetry are among the subjects of new books published by university presses, I-VIII

Broadcasting

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The THES

We regret that The THES was not published last week, March 31, because of unofficial action by members of the Amalgamated Union of Engineering Workers chapel which prevented the production of all Times Newspapers publications. We apologise to readers and advertisers. The classified advertisements published this week are those which would have appeared on March 31.

Overseas news

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Educational technology
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Classified Index

Polytechnic finance officers

Fight to win students demands new image

by June Feinmann

Polytechnics must radically change their image and the type of courses they offer if they are to go on to have an equal status with universities in the battle for students over the next 20 years.

This is likely to be one of the conclusions of the Group on Forecasting and University Expansion, established by the Conference of University Administrators, which is due to report in May this year.

The warning was given by Mr Michael Shattock, chairman of the group and the Academic Registrar at Warwick University, in a speech to the Polytechnic Finance Officers' Group last week. He predicted a swift and more drastic decline in student numbers than that identified in the DES discussion document on higher education into the 1990s.

He said: "We shall all need to work out survival policies of some sort and we must, as administrators, including in too much sentiment by clinging to outmoded or will-o-the-wisp policies which have not the faintest hope of success."

Mr Shattock did not accept the DES proposals that the contraction in higher education could be pre-

vented by encouraging increased participation by the children of manual workers or by mature students.

The evidence collected by the group suggested that "both sectors of higher education have a long way to go if they are to attract a high proportion of children of manual parents."

Between 1970 and 1975, the middle classes had actually increased their proportion of the university entry and the picture was much the same for the polytechnics. Moreover, evidence collected on numbers of working class children staying in into sixth-forms did not suggest the trend would change.

While recent figures seemed to suggest the entry of mature students was increasing in all areas of higher education, and particularly in the polytechnics, "these figures are trivial as compared to what would be required to compensate for the fall in the birth-rate."

Mr Shattock also cast doubt on the DES's proposals for modest expansion up to 1982. He said that "even if the DES is right, there are clear signs internationally that higher education is rather less attractive than it was five or six years ago."

NICEC

Traditionalism bars mature entrants

University dons could prove to be the main resistors to urgently needed changes in higher education, a privy-chancellor of the Open University said last week.

Mrs Naomi McIntosh said Britain was lagging behind other Western countries, most of which now accepted that education should be a continuing process throughout life.

"In Britain we have continued for so long with a three year, light-skinned, elitist higher education system. We have largely ignored the needs of mature students who missed the opportunity to study after they left school. But the individual institutions themselves and the educational trade unions with a vested interest all appear opposed to change in many areas," she said.

Mrs McIntosh was speaking at a conference on admission to higher education, organised by the National Institute for Careers Education and Counselling, in York last Thursday.

She said that where universities had adopted a more flexible approach they had generally been forced into it. "Exeter has the highest number of mature students but it is well known that this is because its reputation has pro-

vented it from attracting enough younger students."

Most universities defended their position with "complacent state-ments that there was little demand for part-time courses. How can they claim that when they know that 50,000 applications every year? The fact that there are no opportunities for these people to study in a more flexible environment is a tragedy."

There are straws in the wind now that point inexorably to a change in the traditional structure of the three-year model. The 1970s had seen the introduction of the OUP's credit structures as well as modular degrees, DiphEs and the beginning of transferability between institutions.

"Much of the discussion in this area is more rhetoric. But there is a world-wide interest in modular learning and life-long education and it is possible that demographic pressures may mean the time is now ripe for change."

Mr Clem Adelman, a Senior Research Fellow at Bournemouth College of Higher Education, told the conference that colleges of higher education which allowed the greatest flexibility for students to transfer to different courses appeared to have the lowest num-

ber of withdrawals. This was a preliminary finding of a survey carried out at the college in the context of educational change.

Three colleges with different degrees of flexibility for change were being studied. One college where students made a choice after a three-year induction course, to another where students had six weeks to alter their course to a third where students changed their courses in the first three months.

Each also permitted programme changes from DiphE to Dip courses and from Dip to Dip courses.

The extent to which students used the options was very different. In the most flexible college, only out of 950 students changed in the first three months and most kept to subjects they had studied.

Social science departments, universities appeared to be more innovative, especially in selecting applicants for undergraduate places. A member of York University's Sociology Department said: "Science departments, could not be so open to applicants previous school work."

Higher Education Group

Intellectual criteria preferred to academic standards

by Judith Judd

An attack on the concept of academic standards was made at the weekend by Professor Maurice Bowry, of University College, Swansea. He said they embodied a mistaken view of the relationship between higher education and the world of affairs.

He preferred the idea of intellectual criteria which made it possible for the man of affairs to have the intellectual problems not dissimilar to those which concerned the academic.

Professor Bowry was speaking at a conference of the Higher Education Group at St Anne's College, Oxford. The group is sponsored jointly by the Christian Frontiers Council and the Student Christian Movement.

He said the concept of academic standards had also caused problems between university departments. The claim to have higher academic standards than the next man has always been used in defence of the relative prestige of university departments and thus in the political arguments about the allocation of resources.

The defence put up by the older disciplines was self-interested rather than being based upon genuinely intellectual grounds. When they were discredited, when they were accepted, adopted the same tactics against academic newcomers.

In arguing in favour of studies connected with practical questions the practical man had his feelings like the academic. The man of affairs was likely to soft-pedal uncomfortable truths.

University administrators

Academics must tackle problem of falling numbers

Two issues absorbed the attention of the Conference of University Administrators at Keele University last week—demographic decline and the urgent need to persuade academics to take its likely consequences for the universities seriously, and the debate about whether university administrators should organize themselves as a profession.

The forecast of future student demand made by the Association of University Teachers last year is higher than the CUA forecast. It was based on the CUA forecast of an average participation rate of 50 per cent, but the CUA agreed that the number of mature students, among other expansion factors, depended on the integrity of its estimate of the undergraduate population.

Another member of the forecasting group, Mr Roger Clark, said that the CUA's estimate of the number of mature students, among other expansion factors, depended on the integrity of its estimate of the undergraduate population.

Mr Michael Shattock, academic registrar of the University of Warwick, told the conference: "The forecast of future student demand made by the Association of University Teachers last year is higher than the CUA forecast. It was based on the CUA forecast of an average participation rate of 50 per cent, but the CUA agreed that the number of mature students, among other expansion factors, depended on the integrity of its estimate of the undergraduate population."

He said that universities were failing to face up to the consequences of demographic decline on likely student numbers in the later 1980s and 1990s. Administrators had to persuade their academic colleagues that this was a particularly difficult because for the next few years applications would go on increasing.

Mr Shattock added that there were many things that universities could do to reverse the decline in student numbers, particularly by providing more part-time and experience courses. But he emphasized that planning had to start now. The danger is that academics will only start to decline and then it may take three or four years to do anything about it," he added.

Mr Shattock, who is chairman of the CUA's forecasting group, was speaking at a "report back" session on the work of the group. It produced an interim report a year ago.

Art historians

Crucial issue remains—'is it art?'

by Clive Ashwin

The need for a viable definition of art was emphasized last weekend in a paper by Dr J. Diffey, editor of the *British Journal of Aesthetics*, at the annual conference of the Association of Art Historians held at the University of Wales, Cardiff.

An Anglo-American philosophy of art in the twentieth century has grown nervous and nervous over these matters," he said. "It appears to be neurotically afraid of error, afraid of being caught in making a false statement, and so of seeming to be in league with the sort of people who greeted the advent of Impressionism with philistine hostility."

could be art and that judgment is fallible, the response of some philosophers seems in effect to be to refuse to explore the grounds of judgment at all, or to be altogether sceptical about such grounds. But if judgments are possible the point is that there is always the possibility of rejection as well as assent.

Tackling the thorny question of the artistic status of the "ready-made"—a mass-produced functional artefact converted into "art" by being selected as such by an "artist"—Dr Diffey challenged the acceptance of such objects by contemporary art theorists.

The location of this year's conference in Cardiff encouraged regional emphases and topics included Welsh artists of eminence such as Richard Wilson, Augustus John and Ceri Richards, and the architect William Burgess.

A cause for celebration was the appearance of the first issue of the Association's new quarterly periodical, *Art History*, which will appear quarterly. Published by Routledge and Kegan Paul. Single copies cost £5 and the annual subscription is £12. Enquiries should be sent to the editor, John Onians, School of Fine Arts and Music, University of East Anglia, Norwich NR4 2J, England.

BBC outlines FE policy into 1980s

by Maggie Richards

Nine areas of potential development in educational broadcasting are outlined in the BBC's latest policy paper on further and continuing education into the Eighties.

Compiled by Mr John Cain, assistant controller of educational broadcasting, the document has been prepared by the BBC's further education advisory council. It has now been referred to the council's two committees for study and discussion.

In his report Mr Cain draws attention to the changes which have occurred or are imminent in educational broadcasting. Mentioning that the effects of the forthcoming White Paper on the Adult Report are likely to be significant, he points out that the financial remains uncertain, and the prospects for the future bleak.

The report suggests BBC collaboration with outside agencies, already an important ingredient of the service, is likely to increase.

It is now unusual to find a new initiative, especially in the fields of community and basic education, which does not rely in some way on close working with other agencies. The price in terms of "organisational strain" is considerable, but few seem to think the results do not justify the effort," Mr Cain says.

The report also forecasts growth in the use of distance learning methods accompanying educational programmes, particularly with the establishment of the Open University's delivery on continuing education.

Dealing with BBC publications in the further and continuing education sector, the report says both output and quality are on a high level. The economics of the operation are buoyant and Mr Cain warns that difficulties with production time scales may lead to a preponderance of less elaborate quick-print publications in the future.

The report also examines audience size, and concludes that the emergence of independent television projects and the adaptation of Open University courses to specialized and smaller audiences with general education training in the agricultural sector of the manufacturing industry. The scheme, expected to cost £30,000, will be administered by the Agricultural Research Council in cooperation with engineering manufacturers.

Misreading of figures basis for official view NUS says

The government's discussion paper on higher education into the 1990s is based on a misreading of the population statistics, according to the National Union of Students.

In an initial response to the document the NUS agrees that there will be 200,000 18-year-olds in the early 1990s. But it says the DES's projection of how many young people will participate in higher education is "superficial and misleading."

This projection assumes an increased participation rate by 18-year-olds but is based on the age group as a whole. This conceals the different occupational groups. The proportion of the age group, still to higher education, and the birth rate has remained relatively stable for this group.

A survey by the Office of Population, Census and Surveys has shown that between 1970-75 the birth rate fell by only 0.8 per cent in classes one and two and 6.6 per cent in classes three, four and five.

Furthermore, the NUS argues, the estimated participation rate could be inadequate to meet rising educational expectations among women, and the effect of comprehensive re-organization in encouraging demand among working-class groups.

The students reject the assumption, which they say is implicit in the consultative document, that higher education must be equated with full-time places for British 18-year-olds. "We contend that the first question asked by the DES should have been: 'What can the Government do to extend oppor-

Technician engineering degree courses urged

by Robin McKie
Science Correspondent

The important role of technician engineers must be recognized by introducing separate degree courses designed for their needs, Imperial College, London, has said in its evidence to the Finlinton Committee.

The college emphasises that these courses must be introduced at the expense of existing educational resources as too many professional engineers are being produced at present, and not enough technician engineers. The distinction between the two groups has been blurred because of the large increase in numbers of graduate engineers and the decrease in numbers of holders of HND and TNC qualifications.

In its report, Imperial also backs the suggestion that engineering students should have broader courses. "We fully subscribe to the view that many engineers would benefit from some study of subjects such as industrial economics, industrial sociology, finance, accounting and law, during the first degree course," it says.

Industry is criticized for its reluctance to release professional engineers to attend master degree courses and the report warns that the country will not be able to use advanced techniques or exploit new developments unless it employs people who understand the concepts involved.

Similarly, there is a tendency for industry to regard PhD training solely as a training for research and one often hears complaints that new PhD students have a narrow outlook, the college says. "This may be true, but for a student of the right calibre, PhD work in a reputable research school is an excellent general intellectual training which also provides an opportunity to gain

real expertise in a given field", it adds.

The Imperial evidence warns that the range of activities covered by the term engineering is continuing to change. New professional areas include computer science and new activities must be expected to appear in the future. The regulation of professional standards must therefore allow for change and be able to recognize new branches of the profession as they become established.

In its evidence to the committee, the Royal Institution of Naval Architects rejects any suggestion that the marine manufacturing industry has declined because of the general state of the engineering profession. Instead, it blames industry itself for failing to develop a proper strategy towards the training and career development of engineers.

However, the institution admits there are areas where the education of engineers could be improved. "In particular, more shop floor experience and the extension of the first degree course by a year would be beneficial," it says.

The Society of Electronic and Radio Technicians has told the Finlinton committee that education and training must be seen as part of a single process and the qualification procedure must include both. Engineering and other industrial professions need a strong structural bond between education and industry, and this is best formed by an integration of education and practical training within industry, the two being under the control of a single authority.

The society also calls for extensions to technician engineer education to allow the most able to become chartered engineers. This would involve paid educational leave for part-time courses.

Fifteen agriculture awards created

The Department of Industry has created 15 new industrial scholarships in agricultural engineering at the National College of Agricultural Engineering for next academic year. They will enable qualified engineers and managers to undertake postgraduate training in the agricultural sector of the manufacturing industry. The scheme, expected to cost £30,000, will be administered by the Agricultural Research Council in cooperation with engineering manufacturers.

Distance teaching leaders meet

A unique conference to be attended by the heads of 16 distance teaching institutions around the world will be held in Britain next week. The gathering has been organized by Sir Walter Perry, vice-chancellor of the Open University, to discuss the need for closer collaboration between distance teaching institutions. Heads of institutions from Israel, Pakistan, Venezuela, Canada and Australia will attend the conference in Crowtham, Northamptonshire.

Miss Slipman bows out with plea for change of style

by Peter David

An admission that there had been political malpractices in student unions and a fierce attack on Mrs Thatcher's "inflammatory" remarks on racism were the centrepiece of Miss Sue Slipman's opening speech to the National Union of Students' conference in Blackpool this week.

The outgoing president told more than 1,000 student delegates and observers that the NUS would have to change its style and involve more ordinary students if it was to fight against the growing tide of racial prejudice.

"Mrs Thatcher's inflammatory remarks on limiting immigration have set the tone for a compromise on racism. It is frightening that a potential future political leader can set the ground for political compromise with the most backward element of the people," she said.

However, the institution admits there are areas where the education of engineers could be improved. "In particular, more shop floor experience and the extension of the first degree course by a year would be beneficial," it says.

Miss Slipman also criticized the recent parliamentary select committee report on immigration. "The vision of politicians of all parties calmly accepting proposals which could lead to pass laws for black citizens is pure madness. No one who accepts that we are a multi-racial society could possibly put forward proposals which would deny the civil liberties of black people."

But racism could not be fought successfully by empty slogans. The NUS would have to make a positive contribution and involve all its members if its views were to be taken seriously.

"We cannot make an impact on our society as a sterile oppositional force with nothing positive to offer. For years we have known what we were against but we had little conception of what we were for. The sterility which existed in our movement had to be faced."

Miss Slipman admitted that there had been bogus democracy in some student unions. "We had to publicly admit that where the quorums had been manipulated and the decisions on behalf of 6,000 were not democratic; that badly attended general meetings in institutions with thousands of members were not democratic either."

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Sue Slipman—NUS must change to fight racism.

In the past year, however, the NUS had taken important steps towards more democratic involvement, she said. It had set up a structure review body and settled the contentious issue of Jewish societies. "Until we live with the reality that our union belongs to all its members we will not win the trust which is a prerequisite in raising the consciousness of people about the problems we all collectively face, nor can we genuinely thrash out the answers. We will still go on giving the sterile, preordained political line."

The NUS should take an active part in educational planning at Government level despite fears that by doing so it could undermine its independent status, Miss Slipman said. Students would also have to accept constraints on what unions could do with their publicly provided funds.

"No union has total freedom: it must act within the boundaries defined by the needs of its members. To serve the needs of our members NUS requires public funds. We get this money because of the services we give our members. Those services are based on their needs which are publicly recognized. If we act in that framework we keep faith both with the membership whose needs we serve and with the public who recognize those needs as valid and legitimate."

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Mrs Williams addresses the conference.

Familiar worries in the Windy City

The style was different but the substance was similar. The annual conference of the American Association for Higher Education held in the 3,000 room Conrad Hilton hotel may have appeared a peculiarly transatlantic jamboree with its bewildering variety of speeches, workshops, canopies, and hospitality suites, but it was the baby boom of the growing influence of government, the relevance of higher education to employment, the place of liberal education in a professionalized world—were all familiar.

One acute concern was demographic decline. The pattern in the United States matches almost exactly that in Britain—with the same disturbing union for universities and colleges. There is also the same clash of opinion about its likely effect on enrolment.

Some, the optimists, argue that with smaller families more American students will be able to afford to send their children to college. Others, the pessimists, maintain that a decline in student numbers is inevitable because the participation rate in American higher education is already so high that no increase

could conceivably compensate for the decline in the birthrate. The fear that lurks behind demographic decline is that universities and colleges will be forced to compete more fiercely for the available students. One delegate remarked cynically that such competition would reflect American values: "It will be cut-throat."

The other danger, expressed by several speakers, is that higher education will go into the selfish reasons; that is, it will do so not out of genuine commitment to spreading the gospel of higher learning among the educationally-deprived but as a "colonizer"—the word was used more than once—to protect its supply of raw materials.

Concern about the growing influence of state and federal government in higher education was an expressed complaint. Although most American academics, like their British colleagues, dislike the erosion of traditional university and college autonomy, the majority also strongly support the public policy goals, like affirmative action to help

women and blacks, which has been the major vehicle of interest. This was demonstrated when AAHE decided that they would hold their conference in the next year because Illinois had ratified the equal rights amendment. However, the most common feature of the Chicago conference was not these common themes, but the rather grandiloquent, self-serving, and rules-oriented diversity of issues and the diversity with which they were articulated.

Dr Henry Rosovsky, Dean of the Faculty of Arts and Sciences at Harvard, on the core of education; Dr Carl Kayser, of the University of Illinois, on the role of higher education in society; and Dr Jackson, black political and social leader, on the challenges of excellence; Mrs Shirley Williams, more than 100 other delegates, and informed more than 1,000 delegates.

Peter S.

AAHE conference, Chicago Reach out to deprived and disadvantaged

A recurring theme at the conference was that of recurrent education. Speaker after speaker stressed the need for higher education to reach out to disadvantaged and educationally deprived groups in society—but not simply for selfish reasons to supplement a dwindling supply of 18-year-olds.

Dr Richard Longart, chairman of the Advisory Council for Adult and Continuing Education and warden of Goldsmiths' College in London, said that universities, in the United States and in Britain, would have to think in a more flexible manner about their links with various groups in society and with age groups, other than the 18-plus.

Higher education was only part of the total educational and social provision needed to cope with structural unemployment, shorter working hours—and the demands for both retraining and general education which these would generate. But it was a vital part, both because of what it could provide directly and because it was at the apex of intellectual inquiry in both our societies.

Continuing education was likely to be the greatest single growth point in education in the 1980s. Universities would have to look very much more closely at the development of part-time work, at what they could do for the home-based inner city students, and at credit transfers. There were risks with all these but they were much less than often assumed.

Dr Hoggart said it was not enough simply to satisfy the present needs of those who were educationally underprivileged. "It is up to us to build in some positive discrimination so as to help more of the deprived to see what they are missing. It is wrong for us simply to accept what is called 'the wantlessness of the poor'."

Universities and colleges need not fear competition for adult students from less traditional and less formal organizations. Dr Patricia Cross, senior research psychologist at the Educational Testing Service, told the conference.

She pointed out that all the research on the motives of adult learners showed that their enthusiasm for education was more additive and apparently insatiable.

"Far from being alarmed over the 'competition' offered by other colleges, by non-educational organizations and by the media, educators should welcome and encourage the widest possible variety of educational services on the basis of the well-documented evidence that shows that the people learn the more they want to learn", she added.

The local community college that seems to have the largest piece of the market on adult learners is more likely to be stimulating the market than satiating it.

However, this enthusiasm for adult learning created problems for policy makers. The main one was that the already well educated benefited disproportionately. With changes in policy the gap between the well educated and the poorly educated would certainly increase as the result of the expansion of opportunities for adult education.

At the present time adult education is probably more elitist on socioeconomic indicators than today's undergraduate education", Dr Cross said. "That may surprise some people who still think of night school as a lower-class immigrant's college."

Radical changes in public policy would be necessary if the spread of continuing education was not to reinforce privilege, she said. "I am not at all sure that opening the routes of access to higher education through such things as financial entitlement, flexible scheduling, and off-campus locations will do much to close the gap between the educational 'haves' and 'have-nots'."

The same things that led to relatively early school leaving undoubtedly contribute to lack of interest in returning", Dr Cross said.

"One of the dilemmas of the learning society is who shall the learning society serve—those who most need it? Those who most need it? Everyone?"

Dr Paul Miller, president of the Rochester Institute of Technology, also described the new American enthusiasm for non-traditional studies and lifelong learning. "An almost frenzy of interest in educational delivery followed. One may wonder if much of the current response is for the wrong reasons; that the academic form interprets the new needs as an antidote to the loss of how to keep young and adult competition for students."

He challenged the idea that colleges and universities should single-handedly attempt to propagate, to colonize, everyday human settings into learning communities.

Debate on entry test methods urged

The most serious problem in American education today is the huge gap between educational institutions and the public over the controversial issues of testing and basic skills according to former United States Labour Secretary Willard Wirtz.

So far the problem has centred on secondary education. In a major speech entitled "What shall we do about declining test scores?" Mr Wirtz, who is now chairman of the National Manpower Institute, urged higher education to become involved as a full party in the discussions.

Only a handful of those who use declining scores on college entrance examinations to condemn high schools recognize that the tests measure only a student's capacity to meet the academic requirements of first-year college courses, he said.

If entrance exams are used to judge the performance of secondary education—as they frequently are—the assumption must be that first-year courses in a few elite colleges and universities represent an acceptable

standard for determining what the public wants from its high schools, Mr Wirtz said.

The public attitude reflected in the minimum competency tests for school leavers being set up by many states, and in the bills to establish a national test that has been tabled in congress, include three main vicious, he said; quantifiable standards are needed as a matter of discipline; a stricter system of credentialing is needed; and there should be a better way of determining how good a job the educational agencies are doing.

The third is causing the most trouble. As Mr Wirtz put it: "Accountability has become a word in the meaning in the teaching profession—understandably and with good reason—for it is unquestionably the schools alone that the public at least appears intent on holding accountable."

Quitting against the concept of accountability, Mr Wirtz advised, was pointless. "The practical question is whether it is possible to accept and embrace the idea of accountability but to insist that its measures be made more reliable and that it be applied in this situation to measure the responsibility of the community at large, including the schools, instead of the schools alone."

Turning to methods of teaching the basics, Mr Wirtz emphasized the crucial importance of improving reading and writing skills. He suggested that every secondary school student should be assigned as homework every day the writing of "one paragraph about something or other for each of his teachers. Each paragraph would be marked first by a parent at home and then by the teacher, being returned with at least one sentence of written advice for the students."

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Universities fear inroads by Federal bureaucracy

Washington's role in American university life is "indispensable and intolerable" according to a consensus of academics and administrators.

The view was relayed to the session on the Federal government's role by Professor Carl Kayser, research director of the commission investigating the issue under the auspices of the Alfred Sloan Foundation.

Professor Kayser, an economist and former National Security Adviser to President Kennedy, spoke of concern that the universities' vital need for Federal money would bring in its wake bureaucracy and an end to the diversity on which healthy academic life depends.

Dr Jack Pellason, president of the American Council on Education, agreed and said: "If you take accountability, which could mean the application of bureaucratic rules to scientific research where they were inappropriate."

Conference speakers on the role of government saw a marriage as inevitable as it was fraught with difficulties. The partners needed to speak in each other's language. Dr Francis Borkowski of Indiana University said: "Rarely, if ever, has there been a greater need for communication between the campus and the Statehouse."

On a practical level, academics were counselled by a Montana state representative to get in touch with candidates as soon as they were selected by the political parties and not to wait till after the election. The universities were involved with Federal government both as a patron and a regulator, in the words of Professor Kayser, who directly supports scientific research to the tune of about \$4 billion. It provides extensive financial support to

students at a cost of \$3 billion. Altogether Federal patronage accounts directly for over one out of eight dollars received in current income.

Professor Kayser noted that the regulatory role of government was more than disturbed academics more. Under the affirmative action, occupational health, and a host of other Federal programmes, universities were liable for assessment and supervision by civil servants.

A complaint often heard was that they simply did not understand the purposes of higher education. Dr Pellason counselled against conceiving of them as "some alien presence."

After all, he said, many were recently students in the universities and so if they now lacked sympathy some responsibility should be attached to their former teachers.

In Professor Kayser's view the areas of potential conflict between the idea of university autonomy and the realities of modern government were likely to expand in years to come.

He listed these questions underpinning Federal relations with higher education: How far should "equity" in the provision of higher education go? Was America moving to a general entitlement to higher education at public expense?

How could diversity be preserved? Much Federal support seemed to be working against variety; bureaucracy could stifle a responsive bureaucracy in the colleges it was putatively benefiting.

Academic pay survived budget cuts

Academic pay must keep in with general earnings if the quality of staff is not to decline. The conference was warned by Professor Bowen on the basis of an unpublished survey. The better academics would go elsewhere if there would be problems of recruitment in the next 15 to 20 years.

Colleges were complimented for having resisted cutting or freezing academic salaries. But to continue attracting well trained people in the numbers needed—despite the fall in student numbers—there would have to be additional funds.

Professor Bowen, former president of the University of Iowa and now Avery professor of economics at Claremont Graduate School, presented results of an inquiry into the cost of higher education which complemented his work of his published earlier this year on the benefits of higher education.

Despite their weak market position, academics were still paid surprisingly well, he said. In a profession with many more aspirants than jobs, this was "remarkable."

Despite the fall in student numbers since 1960, the general level of pay for full-time academics had nearly been sustained during years of high inflation. Universities had cut many other parts of their budgets before touching academic salaries.

The salaries paid to staff with 11 and 12 month contracts were still "relatively good." Top professors could command themselves favourably with second level managers in business and professions such as engineers.

Academics with nine and 10 month contracts, however, were clearly underpaid in comparison.

Chicago chided for failure to back equal rights move

If one issue dominated the conference it was the women's issue, and in particular the pending ratification of the Equal Rights Amendment (ERA) to the Constitution.

Professor Bowen, who has not yet ratified the amendment, and more than one speaker questioned whether the conference should be taking place in Chicago at all.

From Miss Ellen Goodman, the opening speaker, through to the last, participants announced they had been reluctant to attend a conference in a "non-ERA state."

Session especially devoted to the ERA. Sister Ann Ida Gannon, for the first time a teacher's training college, said educators had a special responsibility to lead on the issue.

Professions were circulated in an effort to put pressure on the ERA. In particular, the ERA was seen as a financial loss. Most participants thought the loss of over \$750,000 by the city of Chicago might justify the move of the Illinois representatives whose votes will be needed if the state is to ratify.

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In brief Plea in aid of 5m young unemployed

Mr Peter Edelmann, a New York State official responsible for youth, urged universities to help provide education and training for the five million young people out of work.

He said youth unemployment should become the first chapter of recurrent education. Universities and community colleges had a role in designing programmes of study and work experience for the minority groups and white teenagers learning the hard core of America's unemployed. The money was already available.

Help the handicapped A deaf biologist, Dr John Gavin, called for access to universities by the physically handicapped. There was no need to alter intellectual standards, he said, but to alter the physical environment.

Two projects were mentioned that could provide a younger handicapped student with the information needed to emulate Dr Gavin, who completed his PhD after he became totally deaf. One, run by the AAHE itself, Project Nexus, collects information about opportunities and facilities for the handicapped.

The building blocks of liberal arts

What are the characteristics of a liberally educated person? How would you determine whether an individual is liberally educated? Could visitors to earth from outer space be liberally educated? In our terms? In theirs?

These questions are the ones we should be asking if we want to define a liberal education, said Professor Paul Dressel of Michigan State University. Yet instead of this "direct attack" approach, focusing on outcomes, most American educators who attempt a definition do so by emphasizing curricular content.

Professor Dressel, who is currently reviewing the past 20 years of liberal education in 19 colleges, said many definitions of liberal education could be boiled down to a "planned series of cultural experiences in the liberal arts." He finds that "an admirable definition" firstly because the experiences of the liberal arts become a process in themselves, and secondly because they agree with the liberal arts as any way.

Instead of trying to define a dosage of the various liberal arts that might yield a liberal education, Professor Dressel proposed a set of six characteristics of the liberally educated person: knowing; mastering the skills of communication; knowing one's own values and respecting those of others; coping with others in a dignified and respectful manner; and use of accumulated knowledge and insights to fulfill obligations as a citizen.

To "destroy the paralyzing grip of the departmental disciplinary organization and curriculum structure on the bachelor's degree" there should be a "single integrated experience."

He advised the abolition of "all distribution or broad gauge general education requirements" and of the single departmental major as the main element of the undergraduate programme. Instead of the latter, each student would have to work extensively in two or three disciplines.

Ultimately, Professor Dressel said, most specialized departmental courses will disappear, leaving a more compact, less expensive, more potent curriculum.

Earlier he had said that most of the extensive body of writing about liberal education was irrelevant to the problems of undergraduate education. He did not say that "an admirable definition" firstly because the experiences of the liberal arts become a process in themselves, and secondly because they agree with the liberal arts as any way.

fill our classes," said Dr Rosovsky. "But sky-high standards would exclude even the brightest pupils in certain school systems, and there would be no way to introduce them. As a result Harvard has a diverse student intake that needs a common core curriculum."

He saw "two great dangers" in the introduction of the new curriculum. First was the "predictable" faculty reaction: "Where is my subject?" everyone asks. Second came the "somewhat disappointing" students' reaction: "You do not trust me to make my own choice."

Harvard's March 14 faculty meeting, the first chance for public discussion of the new curriculum, was, he said, an entirely predictable "Tower of Babel" with everyone putting forward his own point of view. Still, he added, quoting Churchill, "Jaw, jaw, jaw is better than war, war, war."

Answering questions later, Dr Rosovsky said the core proposals had their origins in the dissatisfaction many people at Harvard felt with the university's "Chinese menu-style" undergraduate programme, from which many graduates emerged "with the oddest kinds of education."

What worried me was that so many of our students go on to some form of postgraduate education. I was concerned with lawyers, businessmen, doctors, having very little background in common.

Student advisers were not guiding undergraduates to the best combinations of dishes on the menu.

"I have never seen any big university with a good student advisory system," he commented.

Dr Rosovsky, Harvard's dean of arts and sciences, said few Americans realize how uniquely important it is for American universities to provide a liberal education, because of the diversity of the country's schools. In Europe and other parts of the advanced world, secondary schools provide a great deal of liberal education that has to take place at college level in the United States.



Some of the delegates.

Bakke racism 'spreads like wildfire'

The most frightening message of the Bakke case is that "a new racism is sweeping through the nation like wildfire," given new legitimacy by Bakke's supporters, Dr Walter Leonard told a session on the celebrated lawsuit.

Dr Leonard, black president of Fisk University in Tennessee, said the new "Bakke racism" was being propagated by "people who hold well respected positions in academia, among others. They were telling the country and indeed the world that the demands of minority groups were threatening the United States academic standards."

"The Bakke racism says to the unthinking white male that he is being out to this country's minority groups," Dr Leonard said. "Any thinking white male ought to be able to look around and see that the person who is competing with him is his sister, his mother, his aunt, his daughter... and other white women."

Studies have shown the new racist's contention that white people lose their jobs to minorities is almost entirely untrue, he contended. For instance, if American medical schools had no black students at all, they would be able to take only 7 per cent more white applicants.

The fourteenth amendment to the Constitution guaranteed equal rights. Now it was being used by Dr Leonard's "Bakke racism" as a weapon against affirmative action programmes of the sort that gave a minority candidate a place at one of the University of California's medical schools at the expense, allegedly, of Allan Bakke.

But Dr Leonard argued that the fourteenth amendment is not a colour blind. From the beginning, he said, it was used to give coloured people preferential treatment to make up for past injustices. Initially Congress used its authority to set up a freedman's bureau to give special help to blacks.

The Manning of the Educational Testing Service (ETS), addressed some of the questions in the Bakke case that "have been overshadowed by the agonizing issues of racial justice and equality opportunity."

One is the problem of what he called "soft data": the use of university admissions criteria that cannot be quantified in terms of test scores and academic grades, but are still capable of reliable assessment—for example, interviews, personal recommendations, records of non-academic experience and outstanding accomplishments.

Dr Manning is senior vice-president for research at ETS and prepared a paper for the Carnegie Council on the Bakke case in which he argued that candidates' racial backgrounds should be a factor in universities' admissions policies. He told the meeting that there was a serious danger that the Bakke experience would lead academics to abandon the use of such "soft data" and rely solely on grades and test scores. A mechanistic policy of this sort would severely damage educational institutions.

The mushrooming of Australian higher education is over. Robert Milliken talks to Professor Peter Karmel about the no-growth future

Too many students, too few jobs— Antipodean version of an old story

MELBOURNE This year 161,000 students have enrolled in Australian universities, and if the economic slump goes on, forecasts there will be few job rewards for many of them at the end.

For the first time in 20 years, enrolments have been pegged at the previous year's level. The brakes have been applied to the inexorable growth in Australian tertiary education because it was leading the system into an untenable situation: too many students, too many institutions and no end to the prospect of too few jobs.

For the foreseeable future intake at Australia's 19 universities and 84 colleges of advanced education will not be allowed to grow beyond the level in 1977; the only expansion will be in technical colleges, planned at 7 per cent a year for the time being. The total tertiary education budget will be the same as last year—A\$1,200m (£706m).

The conservative Liberal Government in Canberra has accepted this no-growth policy on the advice of the Tertiary Education Commission, the body which recommends how the education budget should be carved up.

Its chairman, Professor Peter Karmel, sees no end to the no-growth period. It could go on until the end of the century.

Some weeks ago, in an address to the staff association of Australian Colleges of Advanced Education, he summed up the consequences of the wind-down of growth.

● The redemptive rate of academic staff over the next 10 years will be very low, as will staff turnover. ● Consequently, opportunities for bright young men and women to enter the academic world will be strictly limited; opportunities for promotion will be fewer, and the total effect will be towards conservatism among staff and a reduction in the chances to do new things.

● Since about 85 per cent of a university's budget goes on wages and salaries, staff budgets from now on will mean the quality of libraries and research programmes is likely to be threatened.

● One reason for a drop in tertiary enrolments is that students are finding their career expectations are being fulfilled, and this appears to have reduced their

desire to lengthen their full-time education.

Certainly there have been training in accepting the new regime. Academics are being forced to tighten their belts in an uncharismatic way, and state and local governments are being forced to face the results of the rapid and largely unplanned proliferation of the 1950s and 1960s when the production of degrees was regarded as the great panacea to all social ills.

No one more than Professor Karmel has had such a consistent influence in Australian post-war education. He was a central figure in two of the key inquiries of the time—the Martin Committee, whose report led to the establishment of a second tier of degree-granting institutions, the colleges of advanced education, and the inquiry which set up one of the Whitlam Labour government's proudest creations, the Schools Commission.

When the present federal government last year acted on the Whitlam administration's plan to merge the university commission and the advanced education commission into a single, more streamlined body, the Tertiary Education Commission, Professor Karmel, at 55, was appointed chairman.

He is not an elitist who thinks that universities should be reserved for the select few. He would probably admit privately that he remains committed to a philosophy of giving everyone with ability the chance to get a degree in their chosen field. So he is not happy about the squeeze his commission has been forced to endure.

Yet the figures tell a worrying picture to anyone concerned about future employment for graduates. Already 250,000 people hold degrees in Australia, or 1.78 per cent of the population. The present output of degrees is about 30,000 a year, and in the next 30 years, will hold degrees, or 1.5 per cent of the current workforce, a proportion higher than in the United Kingdom, but considerably lower than in the United States.

Professor Karmel was asked about the staff situation in universities by implying that the coming straitjackets?

"In the next few years staff who leave Australian universities through retirement will be about 60 a year out of a total of 12,000," he said. "I feel intuitively that this is not a favourable situation."

"Some of the bright young people not getting academic jobs now are certainly more creative than the people in their 40s who have jobs and were recruited in the 1950s."

Then, and in the 1960s, we recruited further down the quality scale than ideally because we were so short of staff. The growth rate was enormous—from six universities and 30,000 students at the end of the war to 19 universities and more than 160,000 students now."

One change, he believes, should be a severe cut in the proportion of academic staff on tenure, at present about 75 per cent (all jobs above tutors). This may upset some academics who have carved their own cushioned mini-kingdoms, but Professor Karmel thinks that more than 50 per cent of staff jobs on tenure, with the rest offered on fixed-term contracts, would give greater flexibility to universities during the hard times ahead.

He has no illusions about the way community support for education has fallen in the past five years. He says: "There is a real feeling around that a lot of money has been poured into education, and that we are still turning out people who are illiterate and innumerate. Whether we are turning out more simply don't know."

Professor Karmel does not claim to have any ready answer. But he wants to see more students going to university later in life. A few older students, already in the world for a few years, already the proportion of older students, aged 23 and over, at Australian universities is 40 per cent and rising, and he believes this can only help students because they have a more realistic view of where their futures lie.

Professor Karmel is not someone wedded to traditional notions of what tertiary education should be. This is no bad thing, and he will no doubt be instrumental in bringing the profound structural changes Australian tertiary education is being forced to undergo in the next few years—and for that job, he will need a very open mind indeed.

South Africa

Tougher restrictions on 'undesirable' books

from Martin Feinstein

CAPETOWN

New tighter restrictions on access to "banned" books at university libraries have been imposed by the South African Government censorship watchdog, the Directorate of Publications, in a move to clamp down on the circulation of "undesirable" books. The directorate, which has 500 titles on its list of banned books, including political pamphlets, newspapers and basic textbooks, has now issued a circular which restricts access to these books to a limited number of libraries. Under South Africa's main censorship law, the Publications Act of 1974, a wide range of "undesirable" publications are banned for possession or distribution. Their use is limited in the post to bona fide studies with university permission. The circular also tightens the procedure for students and academics wishing to use books banned for possession. Individual written applications to the directorate, with reasons why other unrestricted texts will not suffice, must now be made before permission is granted.

Libraries must also keep prohibited books under lock and key, with a full register of their users. There is also a total ban on the use of even for bona fide research by the Minister of Justice, Mr. J. T. Kruger, in October 1978. Among these are the *African Communist*, *The Guardian*, *Advance*, *New Age*, *Fighting Talks*, *Pro Veritate*, and *Black World*. All are banned for possession under the Publications Act.

At a recent meeting of the professional advice committee of the Publications Act, which is headed by the Minister of Justice, Mr. J. T. Kruger, the committee decided to tighten up the rules governing the use of these books. The committee also decided to tighten up the rules governing the use of these books.

The president of the National Union of South African Students (NUSAS), Mr. Ansel van Rensburg, said the restrictions must be seen in the light of the government's clampdown on fundamental human freedoms, as shown in the banning of the *World*.

He said: "The extension of these censorship laws into the universities demonstrates clearly the Government's intention to stamp out the desire of students to learn by suppression and force."

libraries from making them available to researchers.

There is widespread protest regarding newspaper and political pamphlets. Strictly applied, the law would ban thousands of newspapers edited by, for example, journalist Donald W. May, and grant permission for their use by researchers.

The Department of Justice admitted that it would be impossible to list all the publications which may not be used for academic purposes in terms of the Publications Act. The South African Library Association estimates that 90 per cent of the banned titles are "of a political nature", and many of these books will suffer.

example, a new multi-disciplinary course on English in Africa, by Professor Eekiel Cap Mphahlele, *Second Avenue* and *Thembisa's The Will to Die*.

A lecturer, whose section on black journalism in the 1950s has been scrapped, said: "It seems to be a situation in which the authorities are trying to deny and deny parts of our culture. Intellectuals who cooperate with the authorities in doing this are simply despicable."

"Either we shall have to look on the students' view as we shall have to find something acceptable from the Government point of view."

The chairman of the Committee of University Principals, Dr. D. Henderson, said that the restrictions will present libraries with a practical dilemma. "This is a prima facie tightening up, but we are studying the clauses of the act under which this falls, and we are in touch with other universities to what action to take."

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THE THAMES HIGHER EDUCATION SUPPLEMENT 7478

Don's diary

Monday

Rush into the departmental office and check my post. No letter from Bangkok following up interest expressed in my running a staff development course for a university there. No letter from Nigeria where I am hoping to start next week, to supervise a students' project—if only they will send me the air fare. Arm still aches from injections.

Monday is the part-time MSc day. The course tutor is a right ship. A man who requires a student's account of his assignments. Luckily I bump into my tutor during lunch and am able to give the "right ship" man the relevant information so that he can give them a motivational lecture before the afternoon session.

During the afternoon I manage to negotiate, with a colleague from another department, a temporary swap of his video camera, recorder, and monitor for my stop-motion equipment. I am to collect the video equipment on Wednesday.

In the evening I go to an evening class where I am learning to play the trumpet. My sprained ankle is almost better. This was obtained from the previous week's trumpet lesson. Not from tapping out the beat as everyone imagined but from missing a step in the badly lit car park. Its an ill-wind they say and my sprained ankle had been a tremendous help during last Tuesday's session with the MSc group. Bags of sympathy and several jokes about spraining my ankle by playing the trumpet. Also managed to get the ankle professionally bandaged by one of my part-time students who is in the physiotherapy section of the health studies department.

Tuesday

No letters from Bangkok or Nigeria. Spend the first half of the morning on a management study with a group of students. Spend the second half of the morning with a colleague planning the forum development in the youth service. At last we seem to be making some progress and I begin to think we could actually run the course. The organizer of the weekend course arrives for lunch, which we try to eat in the refectory.

The three of us then go off in his car to visit the Union College Conference Centre, where the course will be run. I like to inspect the facilities before running a course but it is even more important in this case as we will be using the physical environment of the rooms in our teaching. It is part of the hidden curriculum. The lecturing rooms are perfect with plenty of variety and include comfortable carpeted lecture room, a floor-to-ceiling conference room and a marvellous barn-like building across the yard.

We return to the polytechnic. I tutor some students and try in vain to contact the physiotherapist so that we can take the Flaxtop bandage off my ankle professionally. I go home and my six-year-old daughter insists in taking off the bandage. I now have one bald ankle. Have a hurried meal in order to get back for staff meeting at 7 pm. Do not seem to have time to practise the trumpet.

The 7 pm staff meeting was arranged by colleague with doctrine in astrophysics. He is obviously used to night work. It seems to be only time in a two-week period when we were all free. I am particularly interested in my item on the agenda about the filling of a record form. It is a new form. When it is filled up as far as the half the class contact hours that I actually do. It is bad enough not getting paid for overtime, I seem credit for it.

Wednesday

At 9 am I have another three hour session with the full-time MSc group. The session is on "The

Identification of Alternatives". I can not think what else to do other than a session on creativity that I have prepared for one elsewhere. Luckily I have all the notes and they seem suitable. The session seems to go well. Maybe the sympathy from the sprained ankle has carried over from last week. Anyway I limp once or twice just in case. During the tea break I check my post. Nothing from Bangkok or Nigeria. I suppose the yellow fever injection will be useful for my trip to Bamsey next Monday.

Immediately after lunch I have a tutorial in which a student and I discover the usefulness of the law of gradualness. It seems to come out of his assignment on introducing change and my ideas about expectancy theory in motivation—in particular being motivated to climb difficult mountains by gradually increasing the difficulties of the mountains tackled. We decide that together we can conquer the academic world with this new theory. However, we think we will have to do it gradually. Spend the next part of the afternoon planning the weekend course and writing handouts for it. Suddenly remember tomorrow's session on selection and realize that I need a candidate for the interview.

Technically telephone around and finally find someone who is willing and suitable. Then remember the videotape. The batteries will need charging up today. Go to collect the equipment only to find it has disappeared. Eventually I find out that my colleague's colleague has taken it away on a residential



A Taoist approach to playing the trumpet

course. Eventually I struggle home. My wife reminds me that we have a date with the students to dinner. I get my trumpet out, put the mouthpiece in, put it to my lips—and the bell rings.

Thursday

This starts with a two-hour session on selection with the full-time diploma course. It goes reasonably well considering no video equipment, the late date at which the candidate was acquired and the fact that I am becoming exhausted. After the session I find a letter from my student in Nigeria. It seems that the government has indefinitely closed all polytechnics and colleges of technology in the country. There is no letter from the Principal of his College. Maybe there will be a letter in the next week. Today the second year part-time diploma students have come in for a meeting which seems to be over already. The rest of the day seems to be taken up with assignment and project tutorials and supervising planning the weekend.

Eventually I go home. I feel too tired to practise the trumpet. Exhaustion sets in and I go to bed.

Friday

Getting up seems impossible. I manage to get into work by about mid-morning. No letter from Bangkok. At least that is something to look forward to for next week. Start collecting together all the exercises, handouts and other materials needed for the weekend course.

Simultaneously I am trying to plan the session on the physical environment for use on the weekend. During the lunch hour I tutor a student about an assignment handed in the previous week. It's a fascinating experiential account of how he "runs" his youth club using a Taoist management style. It's an approach I had always meant to write up as I believe Taoism has a lot to offer management theory. For example, the Taoist view of the Tao Te Ching in the effect that the best leader is the one who when the task is completed the people say we did it ourselves. The old thing is that I don't remember discussing these ideas with the student. I must have used a Taoist approach to tutoring.

I have to leave early as wife has the flu and daughter is seven days late and having a birthday party after school. I have not had time to think of enough games for the party but some of the exercises I have got ready for the weekend course go down well.

Saturday

Up early, load the car, collect colleague and arrive at conference centre at 9 o'clock. Had decided against bringing the trumpet. The sessions on the hidden curriculum and the "party" style model seem to go well. They seem to enjoy the exercises and learn a lot from them. We finish off the day looking at the physical environment and they have to rearrange the conference room several times in order to cope with very different feelings. I am amazed to find a different room can be made to look in such a short space of time. It's 9 o'clock in the evening and the formal curriculum comes to a successful end.

The 30 course members now take over and organize a trip to the Miners Welfare Club in the village. It's a surprisingly good night out including dancing to a pop group. Everyone seems able to let themselves go. I wonder if I should have brought the trumpet. However, I have made do with playing the William Tell Overture on a pencil. That seems to go down even better than the lecture sessions. Eventually the Miners Welfare closes its doors with us on the outside.

I think I have handled the socio-emotional leadership role rather well considering that I usually rest in the evenings on these weekends. We have a colleague whose sole function on residential weekends is to socialize. He usually takes over when the formal sessions finish, but he was unable to come on this weekend. On arriving back at the conference centre, I find that a disc has been planned. They have put out a practice session and the barn-like room across the yard has been transformed from a cold uninviting room into a warm accepting disco.

Sunday

Like a true professional I am down first for breakfast. Maybe it's just that I like food. Luckily colleague has brought the first session, the course organizer's boss arrives for coffee just before my session. He is also the overall boss of all the course members. How will he view the aeroplane exercise? I explain to him that we have just had a "heavy" theory session and are now going to do something completely different.

We have to run the next session in the barn-like building so that the proper aeroplanes can be flown. It seems fair to assume that the exercise is a comparison of different leadership styles and luckily in the discussion following the exercise the course members seem to draw out all the right lessons.

During one of the sessions, colleague asks whether I think the table we are leaning on is safe. "I think so," I reply, "there are three of us and it's the last night." I suddenly remember how tired I am, but the course is just coming to a successful conclusion. We load up the car and I arrive home at about half-past five. Sit down at the table and wonder if I could catch up by doing six hours trumpet practice. Decide instead to investigate at a later date a Taoist approach to learning to play the trumpet.

Graham Williams

The author is senior lecturer in education management at Sheffield City Polytechnic.

Great debate based on wrong decade



James Porter

"Well, I've been here 10 years and I look like being here another 20—that's if we continue to get the students."

Such comments are typical of those made by a large number of tutors appointed in the late 1960s. The question is, should we be encouraged or depressed by their prediction? Managers of the higher education system generally take a pessimistic view of the "party" style model, arguing that it produces a situation in which it is much more difficult to make changes and to innovate. Others, with mounting dismay, point to the prospect of young students being taught predominantly by staff in their thirties and sixties.

However, it must be admitted that much of the national debate about higher education, as well as the personal and individual perceptions of teachers, relate to a highly atypical decade of the 1960s rather than to the previous century of development in higher education. Kingsley Martin, referring to the director of the London School of Economics during a period of expansion, said he "ruled over an empire on which the concrete never set."

The imperialism of higher education was always threatened by the limitation of resources and has now been defeated by a combination of demographic factors which lie beyond the control of even the most gifted pedagogues. The previous 100 years showed a much more steady relationship between higher education and social and economic realities. It seems fair to assume that the rest of this century will return to that mainstream of development.

Thus, we shall see relatively small numbers of staff joining higher education institutions and positions of major responsibility achieved after much longer periods of experience. Perspectives of individual members of staff entering colleges during the halcyon days of the 1960s and some who may feel a sense of displacement in the new situation.

One should seriously question the view that major and fundamental changes in higher education can only arise during periods of expansion and rapid staff turnover. Indeed, one of the messages of the late 1960s and early 1970s seems to be that new and inexperienced staff often proposed innovations which were more glittering than substantial. The young entrepreneur, attempting to break the shackles of a more conservative past, often moved on to other institutions and left the old pattern to be re-established.

The new situation, where staff see their long-term personal and professional future entangled with the institution, is one which should provide a basis for greater planning in depth as well as the necessity to "stay with the innovation" in a way that was not required in more expensive days. However, it would be most inappropriate for institutions to attempt to go back to the limited objectives and simplified management styles characteristic of the pre-Robbins era.

In particular, it would be a great pity if the country lost the opportunity to refine and extend the potential offered by the new institutions in the public sector, where many colleges are still striving to establish their identity. The pressure on universities to re-examine what they offer to students is less acute than on the polytechnics and the colleges of higher education.

Thus, while major changes are unlikely in the university sector, the fact that the newer institutions are less well defined and have in them the challenge of attracting students suggests that much of the new thinking and innovation is likely to take place within the public sector. Different kinds of students will have to be attracted, both in relation to a new definition of the content of higher education and in respect of new styles of teaching and learning.

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This is not the place for a detailed description of the strategies that might encourage a new responsiveness but, among the most important, are a long-term, comprehensive policy of staff development, much more flexibility in the definition of the role of academic colleagues and, finally, a much more genuine and detailed involvement of students and "significant others" in academic and professional planning and evaluation. All staff should be required to go through regular periods of in-service education and training to update knowledge and extend development approaches to teaching, and qualify in new areas required by the college.

The rule definition of different types of lecturer in the public sector is often far too rigid, particularly when related to development of service as laid down by the Burnham Report. One result of consolidation and growth can be a hardening of the categories. However, interchange of roles within the college should be seen as normal rather than exceptional.

While the Burnham Report has tended to intensify a system of well defined appointments, it is still open to the colleges to provide new opportunities through election and nomination. The tendency for salary differentials to narrow to tenacity reinforced by the tax system should make it more natural to expect colleagues to work in a number of different fields and for a large number to take a range of administrative and teaching responsibilities.

Exchange with tutors in other parts of the world should be seen as a normal stage in professional life. Virtually, although in some colleges the proportion of students on the major academic decision-making body is relatively high, there is still little effective involvement of students and virtually no involvement of those who provide students and receive them into employment.

A development committee should be seen as one of the most important groupings in any college, and it should certainly contain a number of students, school teachers and employers. It should have a major function in ensuring that, in spite of the relatively unchanging nature of the academic staff, the constantly changing population of students and the involved members of the special interest groups relating to the college should bring significant influence to bear upon the college's development.

The image of the recent past during the years of expansion and expectation has been of bright new institutions reshaping the whole of higher education. However, as Paul Eluard once said, "There is another world, but it is in this one." The optimism with which one can approach with next decade is predicated by the assumption that colleagues, whatever their age or position, can themselves benefit from the educational processes which they offer to students. Genuine progress may in the end have more to do with consistent attention to certain fundamental questions than the apparently more exciting forays to the wilder shores of innovation.

LINGUISTICS

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India

Janata puts stress on jobs and training for villages

from A. S. Abraham

DOMBAY Higher secondary education, the two years between school and university known as the "plus-two stage", should have two broad learning components, one general and the other vocational.

This is the chief recommendation of the national review committee appointed by the Indian Federal Government in October to consider the plus-two curriculum with special reference to vocational studies. The 27-member body was headed by Dr. Malcolm Adiseshiah, vice-chancellor of Madras University and a former deputy director-general of UNESCO.

However, there should be no rigid demarcation between the two streams. Students should be allowed to change over from one to the other at the end of one year or even after two years, having completed the two-year course.

Students entering the general education stream at the plus-two stage will have to spend 15 per cent of the working week on "socially useful productive work", another 15 per cent on languages and 70 per cent on electives.

In the vocational stream—the more important of the two as far as the committee's terms of reference were concerned—students

would have to do a preliminary foundation course offering "background in life and history", including, presumably, the life sciences and the social sciences. This would take up 15 per cent of their time. Languages would take up another 15 per cent and the remaining 70 electives.

Over the next five years, corresponding with the sixth five-year plan (1979-1984), the committee proposes that the elective vocational courses in agricultural and allied fields should be emphasized. Other fields in which they can be provided are management, commerce, health and paramedical services. The stress on rural provision coincides with the Janata job action in the villages the highest priority.

The committee specifically rules out offering vocational courses in manufacturing, industry and engineering activity because of the existing large-scale unemployment in these areas among those qualified for industrial training institutes, polytechnics and even engineering degree colleges.

The committee does not think massive funds will be needed to carry out its proposals. All that is necessary is to utilize fully the facilities already available. To ensure such utilization, it suggests preparatory vocational surveys to determine which courses are most relevant in which areas.

Sri Lanka

Strikes and suspensions close colleges

from D. B. Udalgama

COLOMBO Student unrest has surfaced again in Sri Lanka with the closure of one university campus and three teacher training colleges.

Students of the engineering faculty at Peradeniya had been boycotting lectures as a protest against the suspension of a senior lecturer and a student for allegedly hoisting black flags on February 4, the day of the presidential inauguration. This led to a student strike on the campus.

The Ministry of Education ordered the closure of the campus a week ahead of the scheduled vacation. The University Teachers' Association at Peradeniya has made a formal protest to the authorities against the suspension of the senior lecturer.

When three trainees at a teachers' training college were posted back to their schools as a disciplinary measure, students were selected from among the staff (trained teachers) college was closed indefinitely. All the trainees were sent back to their posts in schools. Students at another training college struck in sympathy, and that, too, has been closed indefinitely. The third was closed in similar circumstances.

The trouble at the college started when part of the hostel was taken over for use as a

France

Stiffer standards stifle staff promotion hopes

from Guy Neave

PARIS A major change in the career structure of French university teachers is foreseen in a series of Ministry circulars recently published in the *Journal Officiel*, France's official gazette.

The circulars, intended to clean up some of the more glaring anomalies in the promotion stakes, also lay down conditions for promotion from junior lecturer to lecturer level, and from lecturer to senior lecturer.

Many will see this as a farewell gesture to the university world by outgoing Minister for Higher Education, Mme Alice Saubier-Sette. French teachers in higher education are seen as civil servants. Their promotion is rigidly controlled through a series of national criteria laid down by the central government to reinforce the control and are bitterly contested by the Syndicat General de l'Education Nationale, a left-wing teachers' organization.

Ostensibly, the purpose of the new circulars is to foster greater teacher mobility and to help those whose careers developed elsewhere—for example in industry—to play a more active part in higher education. In future senior lecturers in arts and humanities faculties are to be

drawn from holders of the doctoral *diplôme*. This degree is particularly difficult to obtain. It demands some three to five years' study—sometimes longer—after the master's degree. It is certainly more rigorous than the British PhD.

The fate of senior lecturers in social sciences is even less enviable. Future promotions to the post of *maître de conférence* in these fields will go only to those with at least 10 years' experience as lecturer and who are also holders of the doctoral *diplôme*.

For some categories of teacher there are other possibilities, however. One of these is to be placed on the Ministry of Higher Education's list of recognized teachers. Others may win a competitive examination for promotion. The move from assistant lecturer to lecturer status will be almost impossible. The national list of recognized teachers will require applicants to have the equivalent of a PhD. Candidates must also have been a junior lecturer for at least three years.

Through the circulars will bring some order into an otherwise chaotic system of promotion and career structures, they also show symptoms of "qualification inflation". But the real bone of contention is once again the growing control by the central administration over the career chances and promotion prospects of academics.

Television cuts loose from umbilical cables

In the first of a series on broadcasting in the 1980s, John Miller of the Open University looks at what sort of technological developments we can expect.

Critical studies of television usually devote their attention to the content of programmes, concentrating their fire on the alleged bias in news coverage, excessive violence in both fact and fiction, pervasive sexual mores, and other well-worn themes.

Meanwhile the general public has lost its early wonder at the miracle of television and takes it for granted that President Sadat's speech in the Knesset will be brought live by satellite from Jerusalem to their screens, and that if we do not actually cave-drop on the White House cover-up of Watergate we can watch a near-factual recreation by Jason Robards, or be induced to impart his version of the story to the watching millions for a large enough sum.

But for those of us who are television practitioners, the medium can never be taken for granted. The speed of change and development is accelerating, and we are on the brink not only of transforming the way in which existing programmes are brought to the viewer, but of being able to televise events that were previously beyond us.

The signs of this latter development are already beginning to show. I became very aware when I was filming ABC's television coverage of the 1976 Republican Convention that it had only been made possible by the development of the new wide-aperture Distagon film lenses. These lenses meant that I could shoot film under very low levels of ambient light without setting up the usual battery of television lights blazing in people's faces.

Indeed, ABC's executive producer in Kansas City, Robert Siegenthaler, told me afterwards that his own film department had tried to make a similar documentary at the 1972 conventions, but because they used lights he threw them out after half a day, saying he could not do his job under those conditions; within a day of him for four hours on nomination night, he found we were present and even asked me the following morning if we had really been filming the night before.



President Sadat wipes his brow under the hot television lights in the Israeli Knesset. Yet it is already possible to shoot film under low levels of ambient light without a battery of lights.

I was immensely impressed in Kansas City by the American's technical wizardry; they have gone further down a road we are about to travel in this country. The three big commercial networks have all gone over to newsgathering by electronic cameras that are much smaller than the cameras used in studios, and offer more immediate coverage than film cameras which have to have their stock processed. BBC News is already experimenting with an Electronic News Gathering (ENG) unit, and by the time we reach the 1980s it is hoped that there will be union agreement to its widespread use.

The desire to use electronic cameras on location is not confined to news, and the drama department has been pioneering an increasing use of Outside Broadcast (OB) Units to record plays on location rather than in the studio with film inserts for exterior sequences. The recent *Mayor of Casterbridge* was the first classic serial to be shot electronically entirely on location, which added immeasurably to its atmosphere.

It was very instructive in 1977 to compare the re-broadcast of the 1953 coronation, shot by a few static microphone cameras largely in longshot, with Anthony Craxton's visually stunning coverage of the Queen's Jubilee service in St Paul's, from the overhead shot high in the dome to the hand-held shots of the Queen's walk through the crowds to the Guildhall afterwards. The pace of change is now so fast that a qualitative jump like that from 1953 to 1977 will probably be exceeded by the end of the 1980s. The advent of radio cameras means we can cut loose from those cumbersome umbilical cables that so restrict movement at present. By the next stage the camera could

be as small as 4 x 2in, when further advances in solid-state technology make it possible to talk about the micro-camera rather than the mini-camera.

When it has its own built-in videotape recorder, this camera will be able to record half an hour or more, miles away from the mother unit—the large vans (OBs) that now house the engineers and production team. Newer sensitive lenses and new pick-up devices will mean that electronic cameras too will be able to shoot without extra lights, like the film cameras with Distagons.

At the other end of the scale, the reduction in the size of the equipment and the ability to disperse with lights means that it will be much easier to coax a natural performance out of people unused to appearing on television. All producers know how quickly non-professionals seize up and become self-conscious the moment the camera rolls, or worse, act up for the fly-on-the-wall, self-consciously technique only works when we become virtually invisible to the subject of the observation.

It should soon be much easier to study, for example, disturbed children, wrestling with learning problems, the nuances of delicate social interactions or industrial negotiations, and tell the personal stories of first-hand of many thousands of people who would simply be temperamentally incapable of behaving authentically in front of our present equipment.

At present film is much more flexible and portable both for shooting and editing; tape has the advantage of multicamera techniques, but so restrict movement at present. By the next stage the camera could

also much more flexible than videotape sound dubbing, but there are moves to improve this.

By the end of the 1980s producers will have the technical freedom to choose tape or film, to match the way in which they wish to treat their subject matter, in the same way that an artist chooses oils, water colours, or a spray-gun.

Much greater flexibility in editing is nearly within reach. One of the major problems at present is that electronic editing of the existing 2-inch wide analogue tape degrades the picture quality in each successive copy, but the research engineers have come up with a new kind of videotape—digital tape—that will retain the same picture quality whether it is second generation or thirty-third.

The Post Office has just announced its market trials will begin this June, and it will be possible to dial a computer and call up a page of information on the TV screen. The initial 100,000 pages of information will increase to around 800,000 pages stored by 1979, and the eventual capacity in the computer will run to millions of pages. The present cost of a stored set is around £700, but should fall to between £50 and £100 extra on a conventional colour set.

The potentialities for the Open University are clear and exciting. It will become possible to use our programmes to set the student follow-up tasks by Videodata. The student will be able to prepare his own case-material based on the programme for the cost of a local call.

By 1985 it is likely that all television sets will have space for an optional plug-in Videodata converter for a small extra cost, so providing the student has a telephone as well as a television set, access becomes unlimited as well as relatively cheap. For distance learning this promises to be a huge step forward, about multi-media teaching systems. In the 1980s we should be able to make that ideal a reality from both sides of the learning equation. The producer will be able to offer more, and the consumer will be able to build on the experience demand more from both partners, and the prospect is exciting and, used skillfully, should be immensely rewarding.

John Miller

The author is senior producer in the education faculty of the Open University.

The computer that teaches languages

The majority of undergraduate students never come within anything resembling a technological spirit from the language laboratory, with the one major exception, the language laboratory.

The very notion that a computer can assist in the learning of a modern language has, in all probability, caused many to be drawn in by the lure of the computer, and the lure of the computer, and the lure of the computer.

For some years now, I have been crossing the Great Divide between the arts and science, and have been indulged in such a natural language test as dances, word frequency, and the like.

This section, the German section, is still in progress. It is a third year special option, and the student is still in the process of learning the language.

By 1985 it is likely that all television sets will have space for an optional plug-in Videodata converter for a small extra cost, so providing the student has a telephone as well as a television set, access becomes unlimited as well as relatively cheap.

It should soon be much easier to study, for example, disturbed children, wrestling with learning problems, the nuances of delicate social interactions or industrial negotiations, and tell the personal stories of first-hand of many thousands of people who would simply be temperamentally incapable of behaving authentically in front of our present equipment.

At present film is much more flexible and portable both for shooting and editing; tape has the advantage of multicamera techniques, but so restrict movement at present. By the next stage the camera could

The author is senior producer in the education faculty of the Open University.

News extra

Reserve of able women students 'still untapped'

by Sue Reld

The theory that universities are starting to scrape the bottom of the pool of ability and are now getting all the young people bright enough to pass their examinations has been questioned by Professor James Drever, vice-chancellor of Dundee University.

In his annual report Professor Drever dismisses this belief as a "half truth" and claims that there must be a reserve of potential women students who could qualify but choose not to do so.

Examining the pupil famine spreading upwards into secondary and tertiary education he says that the size of the primary school age group cannot simply be projected forward to find the number of 18-year-olds able and willing to go to university in the future.

This system was not plausible because of the low fall in the birth rate among skilled workers and professional or managerial groups from which most of the advanced secondary and higher education groups were drawn.

His report examines the reasons for the diminishing proportion of each successive age group going on to higher education in recent years. He suggests that student grants have fallen in real value so that life at

university or college is no longer so attractive.

But he says on: "Perhaps the most reasonable is that we are now filling the vacancies in the professions, management and administration so that a qualification may no longer confer the economic advantages that once it did."

He urges universities to plan for the fall in the birth rate which still lay five or 10 years ahead for this sector. A possible solution "which shows promise" was the continuing growth of education partnerships.

"More and more we are coming to realize that a few years after school is not enough to equip someone to deal with the problems of a complex and rapidly changing society for the next 40 years. We also know that many graduates 10 or 20 years after they leave the universities are doing something for which they have no formal education."

"In some professional fields the need for refresher courses is now taken for granted. More than that, as the demand for labour declines, through industry becoming more and more capital intensive, and possibly as the expectation of life continues to increase, it may be that a satisfying use of leisure will become our biggest problem."

News in brief

Lord Annan elected vice-chancellor

Lord Annan, provost of University College London, has been elected vice-chancellor of London University for the coming academic year. He will succeed Sir Frank Hartley who is retiring.

Professor N. P. Morris, professor of obstetrics and gynaecology at the Charing Cross Hospital Medical School, has been appointed deputy vice-chancellor for the academic years 1978-79 and 1979-80.

Dr Tolley to chair FE unit

The Reverend Canon George Tolley, principal of Sheffield City Polytechnic, is to become the new chairman of the board of management of the Further Education Curriculum Review and Development Unit.

Dr Tolley had had wide experience in education and research. Between 1961 and 1965 he was principal of Worcester Technical College and then became senior director of studies at RAF Cranwell before being appointed principal of Sheffield College of Technology where he remained until taking up his present post in 1969.

Duke to open dental school

The new dental school and hospital in Newcastle is to be officially opened by the Duke of Northumberland on September 15. At the ceremony honorary degrees will be conferred on Professor John Boyes, director of the Edinburgh Dental School; John Chalmers, president of the Dental Graduates Society; and Wilfred Joseph, the Newcastle dental school founders and benefactors lecturer in 1974.

City's new vice-chancellor

Dr Raoul Franklin, Fellow and tutor of Keble College and lecturer in the department of engineering science at Oxford University, has been appointed vice-chancellor of City University. He succeeds Dr Edward Parkes, who is to become chairman of the University Grants Committee. He takes up his appointment next autumn.

Hull chancellor chosen

Lord Wilberforce, Lord of Appeal in Ordinary, has been elected chancellor of Hull University. He is a descendant of William Wilberforce, the slave emancipator who was born in Kingston upon Hull and was the city's member of Parliament. He succeeds Lord Cohen of Birkenhead, who died last year.

Honour for Dr Edwards

Dr Ted Edwards, who retired as vice-chancellor of Bradford University tomorrow (Saturday) has been appointed honorary professor of the university. It was announced this week.

Architects start review of training schools

A review of architectural education in Britain was launched recently at a conference at York University, organized by the Schools of Architecture Council.

The review, which will examine the decision taken 20 years ago to move architectural education towards the university sector and academic respectability, may lead to an acceleration of the trend of making architecture a postgraduate subject, preceded by a general first degree.

The major issue emerging at York was the dissatisfaction of many architecture schools with the present system of course validation, currently carried out by the Royal Institute of Architects.

Mr Tom Markus, of Strathclyde University, told the conference: "Validation appears to be having an unfortunate restricting effect on curriculum conflicting with increased demands for more freedom and experimentation."

While some form of validation for professional qualifications drew general support, many delegates felt that the present arrangements which involved three separate "checks" during the seven year course were both complicated and expensive.

Professor David Gosling, of Sheffield University, alleged the visiting boards who carry out validation were undemocratic and unhelpful. His polytechnic colleagues, with courses subject to both the RIBA and CNAA validation processes, found themselves even worse off.

Mr David Rock, an architect member of both the RIBA and CNAA boards, gained support for his proposal to campaign for an amalgamation of the two bodies. Many delegates blamed the validation procedure for the failure to introduce a wider based first degree course. Their solution was to replace the present system with a more rigorous examination of professional competence, allowing evidence to diversity and follow-up paths.

Concerned about the fall in admissions to architecture schools, which dropped to 1,539 this year from a high of 1,758 in 1975, called for stronger links with secondary schools.

Career advisers were criticized for failing to give potential students relevant information about architecture. Their views were too often outdated and ill informed, it was alleged.

The review of architectural education will continue with a seminar later this year held in conjunction with the RIBA. This will attempt to formulate concrete proposals for the reform of architectural education.



Mr John Cowley, head of library services at Middlesex Polytechnic, with Miss Joan Woolatt, site librarian at the college's Bounds Green annex, after the opening of the new library.

TV project to help unemployed young was 'just the job'

by Maggie Richards

A pilot project using television and counselling services to aid unemployed young people has been an overwhelming success and should now be expanded, ideally to cover the entire country.

This is the major conclusion of a research team which has been investigating the *Just the Job* project in the West of England. The team's findings have now gone to the Manpower Services Commission, which donated a £54,000 grant to the venture.

Just the Job involved a television series presented by Westward Television linked to a telephone referral system. The programmes were accompanied by a jobhunter's kit, designed and produced by the National Extension College at Cambridge.

The kit included advice in strip cartoon form on seeking employment, obtaining social security payments, work experience schemes and educational opportunities. Information was also offered on interview techniques and becoming self-employed.

More than 70 volunteer counsellors were engaged for the project to advise jobless young people, and the researchers found that they proved valuable in finding employment for their clients through personal contact. The volunteers were also able to quickly pinpoint problems in their own locality.

The research team discovered too that the jobhunter kit had played an important role in the project, not only in providing follow-up material to the television series, but also as a link through to the counselling service.

"Television, used with the telephone referral system, was seen to have spurred jobless young people into action and provided assurances that there was concern over their plight. It also proved useful in attracting volunteer counsellors."

Seven *Just the Job* programmes were screened by Westward, and 2,500 people. Of those in the 16 to 19 age group, more than three-quarters went on to take advantage of the counselling services. From those who sought advice, almost 25 per cent proceeded to jobs, work experience schemes, or back into the education system.

But the researchers found there were other less tangible benefits accruing from the scheme. It boosted morale, allowed jobless young people to discuss their problems together, and led to a better understanding of help available to the unemployed.

The project also revealed a substantial demand from older school pupils for a similar scheme. Some 25 per cent of inquiries came from pupils about to leave school.

In their report to the MSC the researchers call for the continued development of the Westward Television scheme and the launching of a national project, particularly related to the new Youth Opportunities Programme.

But they recognize the impracticability of combining the new venture with countrywide support services at present. Instead they suggest several new areas should be invited to participate in the full scheme, with a further evaluation of its effectiveness.

Oxford mends history split

Oxford University is setting up a new honour school of ancient and modern history which is likely to attract A-level candidates whose subjects include ancient history and either Classics or history and a classical language.

It has the support of the Boards of the Faculties of *literae humaniores* and modern history, and the aim is to remove the dichotomy at undergraduate level between ancient and modern history.

At present, says the University Gazette, those interested in the history of the ancient world are precluded from pursuing any interests in the wide area covered by the

School of Modern History, and conversely, those whose interests are mainly provided for in that school have been unable formally to study the history of Greece and Rome. There is a great deal of interest in ancient history at schools, and the A-level course devised by the Joint Association of Classical Teachers has proved popular.

It is also pointed out that a Cambridge, ancient history has long been a popular option in the modern history tripos. In the first few years of the new school, between 15 and 20 candidates who would otherwise take *literae humaniores* or modern history, are expected.

Going hardest for education graduates

Seven per cent of graduates leaving Sheffield Polytechnic in 1977 whose destinations were known were still unemployed at the end of December, compared with the national average among polytechnic graduates of 8 per cent.

A survey by the polytechnic's careers and appointments service reveals that 7 per cent of the college's students leaving with a Higher National Diploma failed to gain employment by the end of the year, 4 per cent more than the national average.

Taking all the students completing full-time and sandwich courses, 64 per cent found employment, with 56 per cent in permanent post and 8 per cent in temporary work. Of those in temporary work or unemployed the majority came from the faculties of social studies, humanities, art and design and education.

The polytechnic says that students from these faculties accounted for 83 per cent of those still seeking permanent employment in December. A major proportion—56 per cent—were from the education faculty.

Eighteen per cent went on to further courses of study, 11 per cent of the graduates and 21 per cent of the HND students fell into this category, compared with national averages of 19 per cent and 24 per cent respectively.

The polytechnic said this week: "The 56 per cent entering permanent employment represents a small fall (3 per cent) against 1976 figures but is still much higher than the national figures for the universities and the polytechnics. Graduates from sandwich courses having enjoyed one year's working experience, scored highly with 75 per cent entering employment and few in temporary work or unemployed."

Science and engineering graduates were in demand with 84 per cent and 77 per cent respectively going directly into employment, the majority into the private sector.

The polytechnic says that the median salary for all students showed a rise of 12 per cent from £2,673 in 1976 to £3,000 in 1977. There was a discrepancy between the starting salary for graduates in the public sector and the private sector of 10 per cent. It poses the possibility that this may cause graduates to turn away from the private sector.

Foundation formed with £1m sale of axed college

A new educational foundation is being established to continue the work of a teacher training college in Herefordshire which will be closing in July.

Hockerill Church of England College at Bishops Cleeve is to be sold to Essex County Council for use as a co-educational boarding school for 300 pupils. Essex is to pay more than £1m for the premises, and the money will be used by the new foundation for the advancement of further and higher education, with particular emphasis on religious education.

The foundation is to be administered by a group of 12 managing trustees, who will include the Bishop of St Albans, the Bishop of Chelmsford and the directors of education of each diocese.

The Charity Commissioners have approved the establishment of the trust and its first chairman is to be the Venerable David Parnborough, Archdeacon of St Albans. Although the last students will complete their courses at Hockerill College this year, the college as a legal entity will exist until August, 1979.

During the transition period the foundation will run in parallel with the college. A contract of sale between the college authorities and Essex County Council is expected to be completed by September.

Queen Mother's fellowship

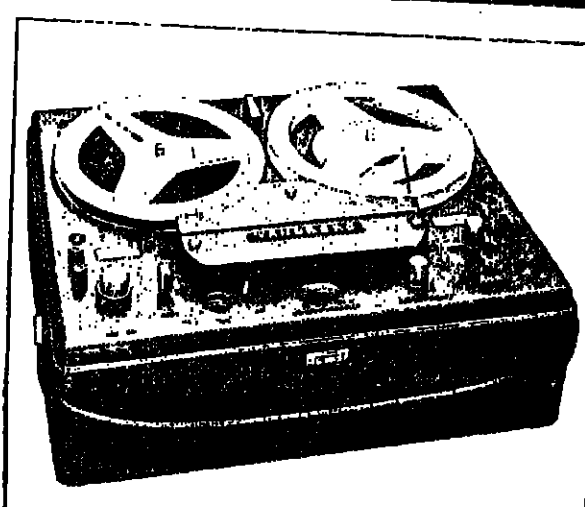
The Queen Mother is to become a Fellow of King's College London, to mark the 150th anniversary of the college. The Queen Mother is chancellor of London University.

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Education Division

THIS 2/78

The author is senior lecturer in the department of German at Hull University.

Oakes: the wrong question given the wrong answer

The report of the Oakes committee, the working group established in 1976 to examine the management of higher education in the United Kingdom, is at least as bad as had been feared—perhaps a little worse. The sterility, indeed the possible harmfulness, of the committee's work has been produced by more than a year of horse-trading between academic special interests and the government. It is a pity that the report has not been more frank in its criticism of the system it was set up to examine.

Do you believe that it is desirable, or even safe, to erode the commitment of local authorities to the polytechnics and other colleges they maintain, their sense of responsibility for higher education outside the universities which in most cases is still strong, while increasing their opportunities and incentives to intervene in the affairs of these institutions? Do you believe it is desirable to create a national body which, if it manages to be anything more than an archaic bureaucracy, will become an overweening power of higher education? Do you believe that it is desirable that polytechnics should be transferred to national control, not as an act of deliberate policy, but in a piecemeal fashion as and when skin-flint local authorities no longer wish to bear financial responsibility for them—perhaps in an election year? If you do, you will like the Oakes report. If you do, *THE TIMES* do not, you will hope that the central recommendations are never implemented.

Of course, the individual members of the working group, least of all Mr Oakes himself who inherited this unwelcome enterprise from his predecessor, cannot be held entirely to blame for the shortcomings of their report. The enterprise was flawed from the start—before they were even asked to start—by the non-university higher education there is one great question that must be answered before all others: should polytechnics and other colleges continue to be maintained by local authorities with only secondary national intervention to hold the ring, financial and curricular, or should the public sector of higher education be reorganised as a national system? This is a question that only politicians can answer—but it is one which only present national politicians, fearful perhaps of their party's barons in the cities and shires, are reluctant to answer. However, having refused to answer it themselves, they refused for the same reason to let the Oakes working group answer it for them, while at the same time hoping that somehow in all the detailed discussion of the minutiae of management it would answer itself in a sense it

was. The only trouble is that it is the wrong answer. Nor should the good sense that the working group displays in its treatment of management at a local level (chapter VIII) be over-looked. It hints at how much might have been achieved if they had not been subject to intolerable and unnecessary political pressures when they came to consider the central proposition in their report. In this limited respect their recommendations deserve to be implemented in full. Perhaps if some of the debilities of local versus national control would have been noted and there would have been no need for an Oakes report.

Yet when all the excuses have been made, it is difficult not to suspect that neither of the main protagonists, the local authorities nor the academic or institutional interest, regards Oakes as the final word—or even as a settlement that is likely to endure for a moderate period. The local authorities no doubt regard it as the minimum they could get away with once the issue of local control is advanced further education had been defined as a "problem"—although even this is probably too much for the AMA. On the other side the institutions see Oakes as only an unambiguously national system of non-university higher education. Perhaps in the last resort it is only Mr Oakes himself who believes in the Oakes report.

At any rate the Oakes report contains such obvious flaws that it is difficult to imagine that it can be implemented—or if implemented, that it can be a settlement. The authorities under the new arrangements, on the one hand their control over polytechnics and colleges would be curtailed by the proposed national body. This body would play a decisive role in determining how much further education it would allocate to individual institutions rather than to the University Grants Committee, and would have to deal with the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities. It would have to deal with the universities, which would have to deal with the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities. It would have to deal with the universities, which would have to deal with the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities.

On the other hand, local authorities are being offered more power over their institutions—although of a particularly negative kind. Under the Oakes plan they would be responsible for providing first 5 per cent, and finally 15 per cent, of the cost of their individual polytechnics or colleges. In other words they would control that crucial margin of expenditure, where all real development takes place and all real damage is caused. A few authorities might give their institutions more power than they were required to give: many more would contribute as little as they could because under the Oakes plan polytechnics and colleges would be increasingly seen as national institutions to which local authorities had to contribute under duress. Indeed, the negative impact of the Oakes recommendations is recognized implicitly in the report of institutions to national control. Mean-while, until the day of national control, local authorities would be responsible for, but given no incentive to, power over advanced further education—a disastrous formula.

The second flaw concerns the national body itself. Some indication of the bewildering range of its responsibilities has already been given. In non-university higher education it would possess all the powers of the UGC—although it would probably lack that committee's sense of discretion. But it would possess many other powers besides. For example, it would "approve" courses, although on what criteria is nowhere made clear in the report. Further, the national body would have to deal with a vast range of institutions. There are already 100 institutions with more than 50 per cent advanced work and a further 57 that have a substantial take in higher education. In addition there are a further 264 colleges with some advanced courses. All in all a total of 183 institutions. The UGC with much more limited powers, sometimes has difficulty in looking after a tenth of that number. Add to this the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities. It would have to deal with the universities, which would have to deal with the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities.

The third flaw in Oakes is also the most fundamental. Some indication of the bewildering range of its responsibilities has already been given. In non-university higher education it would possess all the powers of the UGC—although it would probably lack that committee's sense of discretion. But it would possess many other powers besides. For example, it would "approve" courses, although on what criteria is nowhere made clear in the report. Further, the national body would have to deal with a vast range of institutions. There are already 100 institutions with more than 50 per cent advanced work and a further 57 that have a substantial take in higher education. In addition there are a further 264 colleges with some advanced courses. All in all a total of 183 institutions. The UGC with much more limited powers, sometimes has difficulty in looking after a tenth of that number. Add to this the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities. It would have to deal with the universities, which would have to deal with the body of the institutions with which the body would have to deal in a much more heterogeneous collection than the universities.

national system, the universities practice that is proposed by the Oakes plan is a particularly negative kind. Under the Oakes plan they would be responsible for providing first 5 per cent, and finally 15 per cent, of the cost of their individual polytechnics or colleges. In other words they would control that crucial margin of expenditure, where all real development takes place and all real damage is caused. A few authorities might give their institutions more power than they were required to give: many more would contribute as little as they could because under the Oakes plan polytechnics and colleges would be increasingly seen as national institutions to which local authorities had to contribute under duress. Indeed, the negative impact of the Oakes recommendations is recognized implicitly in the report of institutions to national control. Meanwhile, until the day of national control, local authorities would be responsible for, but given no incentive to, power over advanced further education—a disastrous formula.

However the most serious criticism that the working group never considered, the changes in the management of institutions that they have proposed—during those same months the Department of Education and Science was sustaining its campaign, *Higher Education*. Both Mr Williams and Mr Oakes have said that the only alternative to student numbers after 1980 is for higher education to seek and non-advanced students, and adults and those with less formal education. Yet there is no echo of the Oakes report. No hint that a body of higher education might be better placed to find such solutions than they are proposing.

There should be no illusion of danger of the Oakes report. It is the institutions themselves, the bodies that they have proposed—during those same months the Department of Education and Science was sustaining its campaign, *Higher Education*. Both Mr Williams and Mr Oakes have said that the only alternative to student numbers after 1980 is for higher education to seek and non-advanced students, and adults and those with less formal education. Yet there is no echo of the Oakes report. No hint that a body of higher education might be better placed to find such solutions than they are proposing.

University presses

A professorial mafia stifling the system

Academic Power in Italy: bureaucracy and oligarchy in a national university system
by Burton R. Clark
University of Chicago Press, £10.50
ISBN 0 226 10847 3

Over the past 15 years, the Italian university system has witnessed an extraordinary growth. The university access of the 19 to 20 age group rose from 7 per cent in 1960 to about 30 per cent in 1977 and the student population increased from 240,000 to more than a million. Yet, this rapid shift from elite to mass higher education was not accompanied by a reform of the state monopolized university structure. Facilities, from classroom space to libraries and laboratories, have remained about the same; power is still concentrated at the summit in a handful of professors; the national university system is as centralized and undifferentiated as it was a century ago, and no effective planning office has been set up at the Ministry of Education. On top of all this, official data is often either lacking or unreliable. As international agencies know to their cost, the Italian higher education structure is probably the most opaque in Europe.

Burton Clark, a distinguished educational sociologist at Yale Uni-

versity, plunges into this strange environment like an ethnologist eager to describe a newly discovered tribe. His main research questions were—who really runs the system and what are its prospects of changing? The result is a well-written, perceptive and concise ethnographic account of the mores of Italian academics, welding together interviews with junior and senior insiders, historical material and the few available official data. There are some minor factual inaccuracies, and Clark's account unfortunately ends at the beginning of the 1970s, leaving out more recent developments, most notably the resurgence of student protest. But, by and large, this does not vitiate the main thrust of his argument: that it is the very administrative centralization of the system together with an inefficient national bureaucracy unable to control the implementation of its own rules which has led to power resting in the hands of a relatively small body of full professors, who, in turn, are strong enough to prevent any attempt at reform. Accordingly, Clark maintains that any real effort for change ought to mean a thorough decentralization and the introduction of some degree of competition within the university system.

Although some groups of Italian intellectuals have recently proposed a similar therapy, this is a refresh-

ing statement in a country where political culture, including its reformist trend, has always been inclined to fight the negative effects of centralization by favouring increasingly massive doses of it.

So far, so good. However, despite the basic soundness of his analysis, I believe there are two ways in which Clark has gone wrong. The first relates to research methods. Working in the institutional tradition of organizational sociology, he tends to rely too heavily on a few interviews with privileged informants and thus he often relies in sociological parlance the folklore of the insiders. For instance, he describes the typical full professor as someone "who runs a chair, an institute and a faculty's committees between several faculties and universities; writes a column in a newspaper or a weekly magazine; serves in the top management of one or more private or public agencies; and participates formally and informally in the formation of government policies". This may well be the dream of the majority of the 5,000 full professors, but surely it is a description that applies only to a few score of them. The reality of their average life-styles is much more modest: with a double figure inflation eroding their civil service stipends, many of them, especially in the humanities, are obliged to do translations, to write textbooks, or

to accept small consulting fees from public-house to keep up with the middle classes.

Likewise, important variations in political orientations, affiliations to the teaching unions, extra-mural engagements, research activities and attitudes toward university reform within the 40,000-strong academic body are neither mentioned nor explained. That much-studied tool of sociological inquiry, a good old-fashioned survey, might have led Clark to appreciate these variations more than a few lengthy interviews.

The second difficulty of the book is that the author has become so fascinated by and involved in explaining the working of the system that he neglects the environment in which the system is located. Endogenous variables are always preferred to external ones and thus the causes of the swift and continuous growth of the student population, which is at the root of the present troubles as well as their connection with other macro-sociological trends of Italian society, get scanty attention.

But, despite these shortcomings, the book is well worth reading. In addition to its thoughtful conclusions it fills a gap in the literature on higher education systems and provides the comparative student with a much-needed account of a hitherto unexplored national case.

Pier Paolo Giglioli



The 1970s were characterised by a resurgence of student protest in Italy. Here police stand guard outside the main entrance to Rome University last year after the university was shut as a result of rioting.

Alabama moonshine and some Southern comfort

Subordination or Liberation? the development and conflicting theories of black education in nineteenth century Alabama
by Robert G. Sherris
University of Alabama Press, £7.50
ISBN 0 8173 9111 8

Once the American Civil War had ended, controversy began to rage over the most suitable form of education for the newly emancipated freedmen of the South. That there was no prolonged debate over whether they should be educated at all was due to the inmovable determination of the ex-slaves to acquire some schooling.

Teachers were sent South by Northern missionary associations in response to this need, and many among Southern whites by supporting them with a classical pattern of education unlikely to equip the pupils to be good labourers. Other teachers, who adopted techniques with greater sensitivity to the black, in their tutelage, aroused no less unease among

whites. Only one approach elicited both confidence and funding from the wealthy and powerful: an approach that took the form of industrial training.

Sherris's book is a useful attempt to describe the struggles of black and white educators in Alabama to find some balance between these various educational approaches. The book begins in a somewhat tedious fashion with a descriptive survey of existent and proposed schools but needs of real interest are sown as Booker T. Washington is introduced, albeit tangentially, as a manipulator of a moon skin.

Washington was not only an educator but was also regarded as spokesman for all Southern blacks for the 20 years preceding his death in 1915. It is consequently fascinating to read detailed accounts of the ways in which he attempted to educate the South. Washington was not as successful as he hoped and Sherris gives a great deal of attention to other prominent educators who had conflicting ideas. He explains that the black, in their tutelage, aroused no less unease among

that his black students received as rounded and full an education as white students; as a result his college produced proportionately twice as many teachers as Tuskegee, Booker T. Washington's industrial school.

Woven into the accounts of the lives of these educators are the political judgements of William Hooper Councill was a black school president who supported industrial and literary education, became a Republican and later a Democrat before retiring, disillusioned, from the political arena. An excellent example of what happened to blacks who explicitly trusted Southern whites to fulfil their promises.

Such figures are obviously overshadowed by Booker T. Washington and Sherris is very fair in his analysis of the seminal leader. He puts the blame for his ultimate failure on white racism rather than on Washington himself. But he qualifies this by condemning Washington for concentrating so exclusively on industrial education and an accommodationist approach as the keys to black advancement. Tuskegee was to earn a vast repu-

ration without improving the conditions under which Southern blacks lived.

As Tuskegee's president, Washington had to make concessions not only to Northern businessmen and politicians but also to Southern politicians. Yet, surprisingly, Sherris believes this man, who dominated the black political scene for 20 years, did not dominate public, black higher education in nineteenth-century Alabama. He received no more funding than other local schools and "none of Alabama's black secondary schools or colleges followed Booker T. Washington's lead in sacrificing academic and theological education for industrial-vocational training as a means of escaping from the web of subordination".

The enlightening insights into this most educationally significant of Southern states have to be carefully sifted from a mass of detail. The reader is ultimately left in no doubt that it was only through the pervasive influence of the white media that Booker T. Washington was for so long seen as the archetypal black educator.

Mary Ellison

'Homelands'

The Black Homelands of South Africa: the political and economic development of Bophuthatswana and KwaZulu
by Jeffrey Butler, Robert I. Rothberg and John Adams
University of California Press, £9.33
ISBN 0 520 03231 4

The case against the black "homelands" policy of the South African Government is that it is a means of giving respectability to a system of political, social and economic discrimination against Africans, while at the same time continuing to draw on black labour for the benefit of mainly white-owned enterprises. It thus institutionalises the unequal access to resources inherent in the system.

By their exclusion from the South African political structure, Africans have few means of influencing the distribution of resources through the fiscal system. If this were not so, it would not be possible for, say, over 15 times as much to be spent per head on education for white children as for black children.

By the lack of legal status for black trade unions, the limited opportunities for black entrepreneurs in so-called white areas, and the restricted rights of black settlement in the Republic, the various ways whereby Africans could increase their claims on resources are barred.

In their carefully researched study of two of the proposed black areas, the authors of this study show clearly the unreality of the policy. Bophuthatswana (which has become formally "independent" since the book was written) and KwaZulu are merely names given to a collection of fragmented areas around which a political line has been drawn. The areas themselves are impoverished, backward, overcrowded and unhealthy. Only 6 to 7 per cent of the land of Bophuthatswana is arable; irrigation will be restricted because of the prior claims on water by white industry, agriculture and urban areas. The borders around KwaZulu are drawn so as to exclude most of the best sugar-growing land of Natal, as well as the potential growth point of Richards Bay. Most of the public revenue of these "countries" will have to come from the Republic, but it will be transferred, not as of right, but through the decisions of the white South African parliament. The black "nationalities" themselves, on which the whole structure is claimed to be based, are largely an artificial creation of the South African Government.

But, although the authors show all this very clearly, they occasionally fall into the trap of accepting the intellectual framework created by the policy. Thus, although they recognize that the economies of these areas are "extensions or subsectors of that of the Republic", they discuss them as though they were separate entities. They even take seriously estimates of the national income of Bophuthatswana and KwaZulu—which make as much sense as calculations of the "national income" of, say, parts of Bradford, Wolverhampton, Southall and Tower Hamlets, with a stretch of the Yorkshire Moors thrown in.

The book concludes that, in spite of these criticisms, the "homelands" policy has its advantages for the Africans. It provides their leaders with some leverage for obtaining benefits for blacks inside the "white" areas. It "has unquestionably given the leaders of the homelands renewed opportunities to negotiate with the government and influence the trend of future policy. The basis for this optimism is not clear. Indeed, the authors themselves appear to be in two minds about it. As they say, the test will be whether the acceptance of independence will improve bargaining power. Clearly Chief Buthe himself does not appear to think that it will. Indeed, independence may well create enclaves whose leaders are far more concerned with maintaining their own power than with the welfare of the mass of the Africans who continue to live outside them.

Percy Selwyn

LETTERS TO THE EDITOR

Blueprint for engineering profession

Sir,—Ray Leonard ("Blueprint for an elite profession"—*THE TIMES*, February 17) discusses some interesting ideas for a strategy to revive British engineering.

He clearly believes in the designation of "centres of excellence" and the injection of increased resources to those institutions which have a proven track record.

At the time of the Robbins report increased resources were injected into a few institutions among existing universities and I wonder whether their subsequent track record justifies that expenditure and whether that strengthens the case now for centres of excellence.

The UGC (and the universities concerned) can easily discover the cost per engineering graduate at these institutions and by comparison with costs from the rest some constructive conclusions may be possible especially if the following question is also answered. What percentage of their engineering graduates actually entered British industry? There may be other relevant questions! Ray Leonard also advocates integrated industrial training in engineering degrees courses but sandwich courses have never been seriously adopted by the conventional universities.

Perhaps it should be the technological university (ex-CATs) with their long traditions of sandwich courses which should be designated as centres of excellence.

Thus, while agreeing with many of Ray Leonard's ideas, I hope that, before their adoption, the UGC, the Finlaison Inquiry and other relevant bodies will find the right answers to the right questions so

that the right decisions are taken in any new strategy to revive British engineering education. Yours faithfully, D. J. JOHNS, Head of department of transport technology, University of Technology, Loughborough.

Sir,—I viewed with concern some of the comments made by Ray Leonard in his article "Blueprint for an Elite Profession". In "design parameter" his article he appears to have neglected the fundamental concept of a thorough survey of his "design parameters".

First, the British Association did not recommend, as he suggests, that A level physics should be dropped as an entry requirement to engineering degrees. What the BA report said was that it would be sensible to consider more students with mathematics than to continue to restrict the field of choice to mathematics and physics only. One interpretation of this is the realization that two good A level results in mathematics and physics might be better than B grades in mathematics and physics.

In selecting students for design and the manufacturing industry, I view, in my view, as concerned with practical ability and natural creative aptitude as with purely academic achievement. To infer from this that I do not consider academic achievement to be important is that I say the least, a wild extrapolation.

The real dilemma is that the universities, and to a lesser extent

polytechnics, produce too many engineering graduates who are biased towards scientific research and development rather than manufacture and design. At the same time many of our courses are dull, do not encourage creativity or adequately motivate our students.

We must now encourage more of our most able school leavers to enter the engineering profession (the new A level in design and technology is producing some excellent entrants for design courses). Also, our more competent practising engineers must be involved in developing new patterns of industry-related university courses. This would require an increased involvement by industry in education at all levels and government support to enable industry and senior industrialists to contribute fully.

Finally, the paper I wrote and to which Mr Leonard's response was aimed at unifying the efforts of practising engineers, professional engineers and educators, to overcome the problems, which the engineering industry, which is considered to be both inappropriate and unhelpful in such a situation to attempt to make political capital for one sector of another. We are all in this together and we must act quickly.

Yours faithfully, W. T. F. BOND, Principal Lecturer, Department of mechanical and production engineering, Borough Road, London SE1 0AA.

British or Scottish?

Sir,—I was interested in the letter from J. Margrett, department of German, University of Liverpool (*THE TIMES*, March 24), regarding the Northern Ireland student who cannot take a DES postgraduate education course at a British mainland university.

I do not know anything about Mr Melchett's ruling of 1977, but in 1967 I applied to do a DES postgraduate teacher training course at an English university department of education. Out of my three choices, only one (Bristol) interviewed me, and although I was assured by my interviewer that my qualifications, aptitudes, personality, etc. were in no way inferior to those of the other Scottish students should be trained in Scotland, English in England, etc.

Northern Ireland census

Sir,—We are concerned that the Northern Ireland Registrar General's Office is considering dropping religious denomination as a category from the next census.

It is indisputable that religion is a critical social indicator in Northern Ireland and to drop it will be a source of the census as a public analysis of the problem. The British census has been adapted in response to what is regarded as a major feature of social conflict—race. No conflict would presume to ignore religion as a crucial component of the situation. Therefore we find

Having been refused by all 1 reluctantly returned to my Scotland to train at a college of education. In the spirit of the fact that my application I had been refused and working in London for two years.

It seems that either one's degree or one's nationality or govern one's choice of university. Or does it? Think how many Irish students are educated in Scottish universities and how many Scottish students are educated in British universities. Perhaps Irish universities are British, too.

Yours sincerely, (Mrs) C. E. MCNAN, 6 Southgill Crescent, Edinburgh.

it all the more remarkable that the Registrar General should consider deleting information on religion. Yours faithfully, ROBERT MACK, JIM SMYTH, TOMLINSON, THERESA O'NEILL, LAM O'DOWD, ELAINE LITTLE, ROBERT MILLER, HARRISON, A. SPENCE, Queen's University of Belfast.

Letters for publication should be sent by Tuesday morning, at the latest, and should be written on one side of the paper only. The editor reserves the right to cut or abridge them if necessary.

Arbiters of America's destiny

Government by Judiciary: the transformation of the Fourteenth Amendment by Roscoe Pound
Harvard University Press, £10.50
ISBN 0 674 35795 7

Intellectual fashions today cross the Atlantic westwards. The idea of a written constitution for the United Kingdom, bolstered by judicial review, has become widely discussed. But some of its advocates at least may be out of date—unaware of the reaction against judicial law-making that has not in the United States and that is the subject of Mr. Pound's learned, convincing, if somewhat ponderous work. It will be a pity if its portendous manner puts off intending readers: as Pound says, he is obliged to document his argument exhaustively because he is writing against what has become a rather widespread belief, namely that the Supreme Court was intended to be and is entitled to act as a continuing constitutional convention, interpreting the text and its amendments not in the light of their framers' wishes but instrumentally, that is in order to get the best possible results as the judges see them.

This idealization and distortion of the court's role was the reaction of many progressive Americans to the work of the Warren Court in respect of cases involving racial desegregation, electoral redistribution and changes in criminal law and procedure in a generally "liberal" direction. What has caused second thoughts is the conservatism of the post-Warren

court with its unwillingness to intervene further in touchy matters of race relations and its commitment to a "law and order" view of States. And this, as Pound points out, is more in line with the predominant in progressive and radical quarters for most of its history: "One who studies the course of events since the advent of the Warren era is struck by how short is the memory of man. One hundred years of judicial misrule have been wiped out by a 15-year interlude during which liberal aspirations at length were gratified." No one whose memories go back to the New Deal can fail to grasp Pound's meaning.

Pound himself is no blind reactionary; no one can question his own sincere abhorrence of racial segregation or his desire to see the consequences of slavery finally swept away. What he is quarrelling with is not the objective but the method. If the Constitution stands in its imperfect, the agency provided for that confining process, if the people are unwilling to amend the Constitution in a progressive direction with new moral sensibilities, then it is for their intellectual leaders to persuade them to do so. Otherwise—and on issues that have nothing to do with racial equality as well—nine judges are arrogating to themselves the right to amend the Constitution in defiance both of its text and of majority opinion. If they do this, as the troubles

over "bussing" have shown, they are against the law and worsening situations they hoped to ameliorate. The general argument of which this is the barest summary appears in part two of Pound's book. As the subtitle indicates, he is largely concerned in part one with a narrower task that of showing that neither *Brown v. Topeka* nor the redistribution cases can possibly be justified in terms of the Fourteenth Amendment. For this purpose he goes into the legislative history of the amendment and the proceedings related to its ratification in great detail. He arrives at what appears to be the incontrovertible conclusion that the amendment was never intended to confer the whole complex of social and political rights that would have made them equal to the white citizens, but only the restricted rights in relation to life, liberty and property and access to the courts that have been spelled out in the Civil Rights Act. So far from the amendment being the product of the anti-slavery abolitionist argument it was the work of the central body of Republican opinion in Congress and equally disliked by the liberals of northern radicals and by those who wished to see the re-birth of Southern white supremacy in its national role.

The quite extraordinary concessions that have gone into proving the contrary make sad reading for those impressed by the high quality of American legal-historical scholarship. For instance the attempt to make the amendment out to be

more radical than it was by relying on the testimony of its Conservative opponents. And even those members of Congress who would have preferred something stronger were well aware that they were far ahead of their constituents; the racism at that time of the Northern and Western States, as exemplified by their own legislation is amply attested.

Similarly the idea that the regulation of the franchise was intended to be withdrawn from the States can be controverted by the history of the amendment and by that of its successor. States rights in matters of the franchise, in original compact and were still dominant in all but the most radical minds in the 1840s. "Substantive due process" law, the idea that "due process of law" applies to any aspect of government except the judicial one, is shown to be an untenable mirage. Finally it can be proved that the familiar phrases about the nature of the Constitution and the nature of justice Marshall or Justice Holmes are when tracked back to their source no authority for judicial review except in the narrow sense. Judges can be as greedy of power as anyone else—and they are not even elected. "In question of power," said Jefferson, "let no more be heard of confidence in man, but bind him down from mischief by the chains of the Constitution." It is better so.

Max Beloff



John Hemming

A Brazilian Indian—still under acute threat

David A. Presto

Swallowers and Amazonians

Victims of the Miracle: development and the Indians of Brazil by Shelton H. Davis
Cambridge University Press, £7.95
ISBN 0 521 21738 5 and 29246 8

The threat to the surviving tribes of native Brazilian Indians is acute and is accelerating. This is the last place where a society of European origin is invading other peoples' lands. In this short, powerful and well-reasoned book, Professor Davis explains how the penetration of Amazonia has suddenly gained momentum during the present decade.

Despite its immense size—with an area as large as Europe and much of the world's fresh water resources—the Amazon basin would not have attracted immigration without strong government incentives. Davis shows that the greatest danger to the Indians comes from this massive government intervention rather than from the blunders and misadventures of the Indian service.

The book begins by outlining the position of the Indians in the past period: a tribes many tribes had been destroyed during the course of this century, but the survivors were relatively secure in the fastnesses of the Amazon forests. The author describes the finished off the Indian Protection Service, but he misses the point that this inquiry was an attempt by the military government of Brazil to discredit its elected predecessor.

The most impressive parts of this

book are its documentation of the stages in the present scramble for Amazonia: American-aided attempts of disease control and the introduction of an air transport system to accelerate exploration by foreign mining companies with their huge capital resources; the aerial radar survey of Brazilian Amazonia that has identified some of the most famous mineral deposits, many of them on Indian land.

In 1970 the President of Brazil launched the construction of a vast network of penetration roads, of which the most famous is the Trans-Amazonica. Once again, large fleets of earth-moving vehicles were originally intended to attract poor colonists from the poverty-stricken north-east. These invaders found that the insects, poor too much for them, and the way was clear for big ranches financed by powerful business interests. This fall in the harsh conditions of destruction and a horrifying part of the rain forest and it will have swept aside small settlers and native Indians. The same can be said of the recent big timber concessions.

Davis gives an excellent summary of all this development. He demonstrates the role of the Brazilian Government, the intervention of international companies in minerals, timber and ranching, and the importance of foreign capital and loans. The tone is factual, not hysterical; but the threat to the

Amazon ecology and its tribes is none the less alarming. While describing the growing economic drive into Amazonia, this book also gives case histories of some of the best-known Indian tragedies of the past decade.

The author describes the work of the Villas-Bas brothers, and then tells of the pacification of the Arawak, Waimiri, and Yanomami tribes. Davis has little or no first-hand experience of Brazilian Indians; he relies on newspaper reports, but particularly on the reports by Robin Hambury-Tenison for Survival International and by a team of which I was a member, for the Aborigines Protection Society. He wrongly states that our team was not able to enter the Aripuanã Indian Park for a first-hand look at the dangers confronting the newly contacted Sural tribe.

This readable and important book ends with a plea to the United States Government to consider the effect of its foreign aid on the least countries—matters of greater human rights even than the ultimate concern of peoples of colour. Davis challenges the view that rapid economic growth in Brazil can be obtained only at the expense of immense suffering and calls for international government organizations such as Survival International. His book is valuable, both for its wealth of information and for the strength of its argument.

Work in progress—a Swedish experiment

The Flight from Work by Göran Palm
Cambridge University Press, £4.95
ISBN 0 521 21668 0

The author is a Swedish poet who worked incognito for a year in a manual job at one of the factories of LM Ericsson, a telephone equipment company. He wrote a book on his experience in 1972, which initiated a lively debate in Sweden. He then produced a second volume in response to these reactions, especially those of his former factory colleagues, in 1974. The production of both books, together with an introduction by Dorothy Wedderburn, Patrick Smith's translation reads very well indeed: the substantial portions of vernacular

conversations among the workers have been excellently rendered into the equivalent English idiom. Palm was perhaps fortunate in workers' control over their jobs, safety, the work and health and within the plant—were becoming live political issues in Sweden, resulting in several important pieces of legislation which, to a small extent, have in fact rendered parts of his book out of date. He was acutely aware of his poet and intellectual socialists; as a poet and sensitive powers of observation enabled him to capture many different facets of working life, pleasant and unpleasant, and to demonstrate the variety of ways in which workers adapt to it. He is

always interesting and authentic. British readers may gain some incidental benefits from learning that a tendency towards shoddy workmanship and a prevalent desire to opt out of industrial society are not confined to the factories we are free. But Palm makes his most important statements in the material from the second Swedish volume, where he concentrates increasingly on the question of non-finding fulfilment in the piecework system appearing as forces reducing the quality of life in mass and the scope for initiative in work which can be attained by the workers in general. He believes that the labour movement and workers in general have devoted too much attention to compensating

people in the rest of their lives for the unavoidable damage done to them by work—that is what he means by the flight from work. This leads him, controversially, to classify demands for higher pay as "leisure-time demands".

His argument leads him to contribute to the growing debate over workers' cooperatives, workers' control, radical job redesign, and their implications for the present structure of industry. The refreshing novelty of his approach is that he takes up this theme in a spirit of positive enthusiasm for industrialism and increased efficiency. The words of Jaakko Stenius, a Finnish immigrant worker with whom Palm discusses at length, in a taped conversation, his first book. They agree

about all the degrading and inadequate aspects of manual work. But Jaakko feels that it is not the full story:

I want to work, I like to work! To work in a manufacturing industry, to manufacture things. I don't want to sit at home and add up tables. . . . I almost get mad sometimes at those young people who do not want to go into industry. It is good that they are critical. . . . But you have to have big production too, I tell them, big series, how will you get the money for your books and schools otherwise? . . . But they just shake their heads. Probably they are one of those machine slaves.

Colin Crouch

Rice-field reformers

Agrarian Reform and Organisation on the East Coast by Michael R. Redclift
Athlone Press, £8.00
ISBN 0 485 17700 0

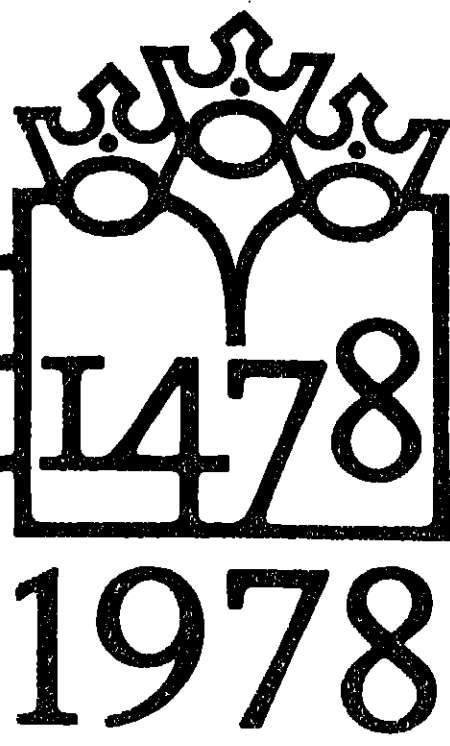
There is always a gulf between two groups of socialists. Some are concerned with analysis of empirical data, people and others are mainly in the theories of the social and dynamics of the latter group desires and stimulus from thrilling dissenters rather than that it can be improved and whose actions may help us stand more about the social and the explanation of society offered by socialists and theorists. Michael Redclift's study of area of commercial rice-farming in the coastal lowlands of East Timor is a serious attempt to do a serious attempt to do an observation of some form of official organization made during a limited period in the field, reflections on the nature of incorporation in the national society as a result of change in land tenure and effective commercialization of surplus rice.

The interest of this East Timor study lies in the singularity of process of agrarian reform initiated change and in the of land ownership which a before the reform. The able tenancy in 1970 was made by the United States for the International Degree (USAID) which urged the local government to allow local farmers to acquire their land and fostered the growth of co-operatives which helped former owners obtain credit. The result was a thoroughly reduced tenancy, for the remaining important owners, producing land.

The author's major concern is the consequences of state intervention in a commercial area. He indicates that the been the class differences within the rural population but the most advanced co-operatives extremely dependent on the for both material aid and advice. Such co-operatives are not much more by technicians by the farmers. Incorporation therefore resulted in a loss of autonomy.

This is a valuable and complete study of a very special case: government-led agricultural change and development. The detail relating to the rice zone is well presented and thoroughly researched. Studies give a great deal of importance to formal organizations though the rhetoric of local politics may not relate to the needs of the majority of the population.

The main weakness of the book is that the clear picture is drawn of the overall impact of these changes on whole agrarian communities in the rice zone. However this book does not purport to be an exhaustive study of the situation, and its level of analysis is entirely appropriate as a background to the consideration of the effects on such a peasant society of increased commercialization.



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مكتبة جامعة القاهرة

Wanted: cold, hard facts and accurate texts

Love Poetry in Sixteenth-Century France: a study in themes and traditions by Stephen Minta
Manchester University Press, £8.50
ISBN 0 7190 0676 7

If you are stranded in a railway station between Egyptian, Sapphic, Provencal, and medieval French poetry it is difficult to know which train you should take. A literary historian needs to construct his account of the possible connections with cold hard facts and accurate texts, setting aside all arbitrary and unsound generalizations.

Stephen Minta is rather aggressive in his approach to this complex comparative junction: he wants to shatter the old map on which the Provencal tradition carried the reader from France to Italy and then roared back home to France in the 1520s via the station labelled Petrarch. His would be an exciting and new journey, but his has not done the research on it and is more

over incapable of appreciating patterns in poetry. Every student of Renaissance poetry knows that there is an indigenous French tradition but knows too that he has to be very careful in reaching conclusions about it.

Content to shy away from the question of whether the troubadours were actually read in France at the time, he hops through several pieces by Bernard de Ventadour and Marcbau [sic] without once stopping to reflect on the three distinctive styles—the closed or difficult; the rich and ornate; and the clear, light or simple—without being aware of Arnaut Daniel standing as a poet for Dante and for Petrarch, who called him the *grat maestro d'amore*. Minta proves (or rather does not) that medieval French poetry produced medievalities like Machaut, Deschamps, Christine de Pisan, Chastellain, and that the 1301 anthology *Le Jardin de plaisance* makes desperately dull reading.

with the debris of the allegorical tradition to be found in Scève. This account may be true for a large number of "bad" poems and Scève's use of abstract figures may explain why he does not respond to them but it does not mean that he "never fully developed any other method of communicating an emotion".

Minta thinks love is rather a "sordid game" and seems to assume that "love" was more important than artistic perfection to the Pléiade. Ignoring the Latin tradition and contemporary writers, he repeats formulae about Petrarchism and while attacking Mayer's chronology does nothing to fill a void. Having not bothered to digest the conclusions of specialists like Simone on *The French Renaissance* he prefers to follow C. S. Lewis and some are just inaccurate. I think the Italian fashion . . . is in the early stages a largely aristocratic one, and it is partly for this reason that Scève's *Delie* is relatively untouched by it. What about the Avignon incident, or the impact of the *Blasons*, the efforts that the précieuses made to appeal to court taste, the appearance of some of the *divains* in a 1575 album of court entertainment, and so on?

What is troubling is that Minta simply does not know how a poet's language works. Thus on a little point in *divain* 22 he takes *comme* to mean simply like whereas it also clearly has the meaning "in her

role or capacity as" *comme* *posits* not only a comparison but a fusion of two beings: it makes us aware of the psychological and emotional, in a state between life and death, a larger point: the *marvel*, placed elsewhere. But in *divain* 22, *comme* is not a result of reading a book.

Power generation is a topic as electrical engineering degrees and as an industry has been brought into the limelight of recent debates at both national and international levels. Rapid rises in the price of oil since 1973, and plans to expand nuclear power, have forced politicians, industrialists and academics to pay attention to associated resources, hazards, technology and costs which are the subjects treated in Dr Hill's attractively produced volume. Not long ago such studies were rarely included in first degree courses for engineers and scientists, but increasingly both staff and students have come to realize the need to be aware of the wider implications of the exploitation of sources of energy and power.

One of the consequences of the newly developed syllabus is the need for a revision of views on what type of study is appropriate for scientists and engineers. There is a danger of unfairly critical remarks about "easy options" simply because topics such as resources, hazards and costs fail to provide those neat mathematical models built on well-defined concepts or easily measured parameters so beloved by teachers and examiners. The subjects are much more descriptive, and predictions are often little more than simple extrapolations, all too often of straight lines on logarithmic plots. But it is still a real intellectual challenge to master the relevant arguments and to develop a quality of judgement that cannot possibly follow from superficial reading or unimaginative learning by rote.

There is a wealth of useful facts presented in a well-ordered fashion in this volume and it is probable that it will be a model for future books with similar aims. The tables and diagrams are numerous and clear, the text is well divided into distinct sections that flow in a natural relation, and each chapter concludes with a succinct summary of one or two pages, supported by several pages of references and an impressive collection of numerical problems.

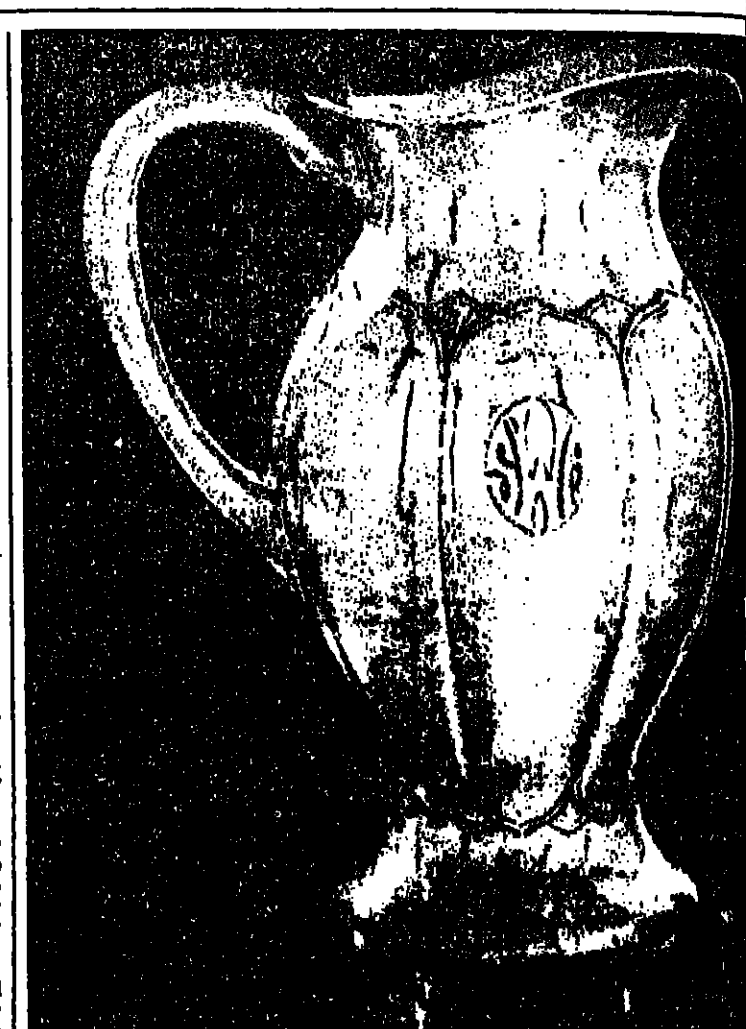
On closer reading, the author's difficulties begin to show through, and the reasons are not hard to find. Most of the data collection and preparation was undertaken during a sabbatical year 1973-74 which, by cruel chance, the worldwide economic recession and energy and power policy changes is not surprising, therefore that power production trends, dated to 1974, are exponential, but it is unfortunate to extrapolate these to the year 2000 in eye-catching figures and hope that the reader will find the qualifying remarks in the body of the text. By such graphs we are led to 100 per cent electrification, and an increase of nuclear power of 20 per cent per annum, which is already impossible to achieve, even if it were desirable.

It is an unargued assumption of the author that massive increases of energy consumption in the United States and elsewhere are both desirable and, in terms of resources, other than energy, practicable. The question is then made simply a matter of means, with the emphasis largely on nuclear power using fast breeders. How different would the discussion have been had it taken account of developments in the past four years?

Discussion and assumptions apart, the range of well-selected material on such topics as the cost of electricity, power generation, fossil fuel, nuclear hazards, and solar power will make this an essential text for reference. It is not for students of physics or engineering, but for the power supplies for the next few generations.

E. J. Burge

Dorothy Gabe Cole



This silver water pitcher was made at the Chicago Art Silver Shop by Sara Adler Weil in about 1920. It is one of many illustrations in *Metalsmiths* by Sharon S. Darling, published by the University of Chicago Press at £9.10.

Patrick Parrinder

Thought and the lyric poet

Giacomo Leopardi: the unheeded voice by Giovanni Caraniga
Ritburn University Press, £4.00
ISBN 0 85224 297 2

The title of this, the latest in the elegant grey-bound Writers of Italy series, may occasion some raising of academic eyebrows, for Leopardi has long been recognized as a major poet and consequently much studied. Yet Dr Caraniga is right to say this his is an unheeded voice, in Italy at any rate, for Italian critics have tended to regard mere thought as beneath a pure lyric poet, and Leopardi's in particular as a negligible quantity. The edition in which I first read the *Canti* and the *Operette morali* assured me that the poet was no great thinker and urged me to attribute his unhealthy pessimism to his chronic ill-health and personal disappointments. It was refreshing, after that, to read J. H. Whitfield's *Leopardi* (1954), which emphasized the positive side of Leopardi's uncompromising rejection of false optimism. In England, then, Leopardi's voice has not been totally neglected, and Caraniga pays due tribute to his predecessor.

Salvemini had already commented, in passing that Leopardi was the greatest Italian thinker of his age. Caraniga's aim is to demonstrate that this is in fact the case, and moreover that his thought has an interestingly pre-Marxist cast which is susceptible of "progressive" interpretation. It would perhaps be quibbling to argue that Caraniga has not achieved the first of his aims, since his study is in no sense comparative. What he has done is to offer a study of the development of Leopardi's thought, based mainly on the *Zibaldone* and the *Operette morali* and set firmly in historical context. The result does not make for easy reading, since Caraniga frequently requires one to read those pages of the vast *Zibaldone* which he does not have space to analyse as one would like him to.

This is not, perhaps, the first book one would recommend to students who need an introduction to Leopardi's poetry, since he offers relatively little by way of stylistic analysis, but it is one they will need to read when they seek to deepen their acquaintance with him. Its publication coincides with that of another volume with a similar title—Timothy Webb's *Shelley, a voice not understood*. Caraniga's book ought to have been as long as Webb's. As it is, he has had

the galling experience of adding to the length imposed on commentators to the series to find that neither two volumes published simultaneously have been allowed to exceed the norm.

I have some doubts about the validity of the political implications of Leopardi's views towards the end of his life. It is true that in his notes to chapter 12 (pp.124-5), he states that to see Leopardi as a socialist is a crude simplification, but the difficulty with revolutionary thought is that it is often a simplification in any case to be scanned for the risk of attributing anachronism to Leopardi. A class-consciousness which Caraniga has not been able to find in his text, and which he may never have found in the *proto-Marxist* notes, is a reductionist reading.

In spite of this reservation, however, I welcome this account of Leopardi's thought. It stresses the significance of Leopardi's thought in science is new and important as is Caraniga's awareness that *Canti* are all the more satisfying for being based on such a rich stratum of thought. One hopes this will not be Caraniga's last word on the subject.

Brian Molloy

Plugging the energy gap

Power Generation: resources, hazards, technology and costs by Philip G. Hill
MIT Press, £14.00
ISBN 0 262 08091 5

Power generation is a topic as electrical engineering degrees and as an industry has been brought into the limelight of recent debates at both national and international levels. Rapid rises in the price of oil since 1973, and plans to expand nuclear power, have forced politicians, industrialists and academics to pay attention to associated resources, hazards, technology and costs which are the subjects treated in Dr Hill's attractively produced volume. Not long ago such studies were rarely included in first degree courses for engineers and scientists, but increasingly both staff and students have come to realize the need to be aware of the wider implications of the exploitation of sources of energy and power.

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On closer reading, the author's difficulties begin to show through, and the reasons are not hard to find. Most of the data collection and preparation was undertaken during a sabbatical year 1973-74 which, by cruel chance, the worldwide economic recession and energy and power policy changes is not surprising, therefore that power production trends, dated to 1974, are exponential, but it is unfortunate to extrapolate these to the year 2000 in eye-catching figures and hope that the reader will find the qualifying remarks in the body of the text. By such graphs we are led to 100 per cent electrification, and an increase of nuclear power of 20 per cent per annum, which is already impossible to achieve, even if it were desirable.

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E. J. Burge

Soil systems

Soil and Vegetation Systems by Stephen T. Trudgill
Clarendon Press: Oxford University Press, £5.50 and £3.00
ISBN 0 19 874058 1 and 874059 X
Earth Surface Sediment Transport by Ian Statham
Clarendon Press: Oxford University Press, £6.50 and £3.00
ISBN 0 19 874076 5 and 874077 8

Trudgill's book is not just another attempt to claim a niche in the ever-shrinking market for texts on soils, it is an orthodox factual treatment of soil and vegetation. Although in practice soil-vegetation systems comprise flows of energy, moisture and nutrients, Trudgill has wisely, in view of present availability of quantitative data, restricted his theory to nutrient systems and their modelling. Such a text is long overdue.

The book opens with a simple introduction to problems of modelling followed by chapters on components of the system: gains from the atmosphere and by weathering, losses by leaching and circulation pathways within the system. Although brief these chapters are adequately penetrative and indicate the sort of quantitative data deriving from the various system components. Two chapters follow, one on forms a centre piece in the book and is well documented by field studies. The other discusses models of stability and change in systems and is largely theoretical, as the author is largely theoretical, as the was too controversial and not helped by diagrams which though expressing the author's mental concepts did not greatly assist my own.

The book undoubtedly opens new avenues of thought in addition to conveying a sense of purpose. We are constantly reminded that the current state of knowledge of systems limits our capacity to manage or predict environmental problems. This is indeed a strong argument for refining and, as necessary, restricting our systems models. Furthermore it is evident that these objectives are central to the interests of geographers as environmental scientists.

Ian Statham's book on sediment transport is another example of the multidisciplinary subject deriving its unity from a systems organization.

R. T. Smith

Monument to evolution

The Arthropoda: habits, functional morphology and evolution by S. M. Manton
Clarendon Press: Oxford University Press, £20.00
ISBN 0 19 8573 91 X

The Arthropoda is a culmination of years of patient study on functional morphology, on habits and in particular locomotor mechanisms, and evolution in this widely divergent group.

It will come as no surprise to followers of Dr Manton's many research papers that the case for polyphyly is restated firmly here. Indeed, if there is one underlying theme, it is the eloquent refutation of the concept of the Arthropoda as a monophyletic group. The clash is inevitably head-on with the Hennigian school which seeks to describe all phylogenies in terms of monophyletic groups. The difference stems from the monophyleticist being willing to accept hypothetical ancestors, while Dr Manton accepts only the evidence based on facts from anatomy and fossils, and functional anatomy and fossils, and existing theories which "depend upon the assumption of functionally impossible ancestral stages". Indeed, there is such an array of early, often bizarre, fossils from, for example, the Cambrian Burgess shales, which nevertheless clearly did function and yet are so difficult to pigeon-hole, that there is little need to invent new ones.

That the Chelicerata, Crustacea and Uniramia have evolved independently is forcefully reiterated in the chapters on the evolution of arthropod jaws. The promotor-remotor jaw gives rolling jaws in crustaceans and hexapods while the prehensile movements in the transverse plane gives biting jaws in chelicerates and myriapods. Cutting across these groupings, however, is the particular part of these limbs which is involved in feeding. In

crustaceans and chelicerates it is the proximal endites or mouthparts whereas in the uniramians, which are fundamentally different, it is the distal end of the whole limb. This convergence has occurred in these limbs as they seem likely and has led to inaccurate affinity groupings in the past.

Limb structure provides further evidence for the independent phylogenies of the three main extant arthropod groups. The biramous limbs of crustaceans and trilobites have been used in the past to support affinity. Dr Manton shows unequivocally that the crustacean propod (divided into coxa and basitrochanter) with proximal exites and epipods and more distal exopod, the latter often used for swimming, is quite distinct from the undivided propod of trilobites which bears distally a single outer branch. This bears lamellae and corresponds in position to the crustacean exopod but is used, as far as one can judge from fossil evidence, as a respiratory structure.

The case is pursued relentlessly. Even comfortable, long accepted legends of arthropods from errant polychaetes with their biramous appendages and the special position of the "linking" Onychophora are shown to be inadequate in the light of palaeontological musculature and lobopodial mechanisms.

At £20, this book is unlikely to be bought by students, unless shared copies are organized. And this is a great pity in that any undergraduate course on invertebrates will be the poorer if it includes arthropods, but not Dr Manton's book. I know that the book is already being used successfully in university courses, only weeks after its publication. Subsequent editions will no doubt see the removal of minor typographical errors. These notwithstanding, a monumental book.

Anthony A. Fincham

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